

JAN - 4 1943

# JUNIOR ARTS & ACTIVITIES



FROM "PAUL HUNYAN"

VOLUME 12 • NUMBER 1  
JANUARY 1943  
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## • • HATS OFF • •



Harold R. Rice

Hats off! to Harold R. Rice, since 1937 contributor of the "Progressive Art in Progressive Schools" article each month in **JUNIOR ARTS AND ACTIVITIES**, on his election as Vice-President of the Art Department of the Ohio Education Association. Mr. Rice is an instructor at the University of Cincinnati and is art supervisor of the Wyoming Public Schools, Wyoming, Ohio. The entire staff of **JUNIOR ARTS AND ACTIVITIES** is proud of Mr. Rice's achievements and congratulates him on his election.

Hats off! to Josephine Blackstock who wrote "Velly Nice Pahty," October 1942 **JUNIOR ARTS AND ACTIVITIES**. Her latest book has just been published by G. P. Putnam's Sons. It is called *Wings for Nikias* and is the story of a boy in present-day Greece. High Greek officials have taken a great interest in this book which portrays vividly the unfortunate conditions in

which the Greeks are now living. We recommend that teachers show this book to their pupils as a fine one for them to read. We congratulate Miss Blackstock and hope that she has many more fine stories for future publication.

Hats off! to the teachers in a New York City school who have shown their copies of **ACTIVITIES ON PARADE** to other teachers in their school. At the moment over half the boys and girls in their particular school are enjoying the benefits of **ACTIVITIES ON PARADE** because of the enthusiasm of their teachers who showed the books to their co-workers. As a suggestion for a New Year's resolution, we hope other teachers will follow the example of these progressive New York teachers.

Hats off! to the superintendents of the state of West Virginia who have brought **JUNIOR ARTS AND ACTIVITIES** to the attention of their teachers. Our subscription department is being kept busy seeing to it that these West Virginia subscribers are properly placed on our subscription lists. Thanks, West Virginia superintendents!

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(see page 47)

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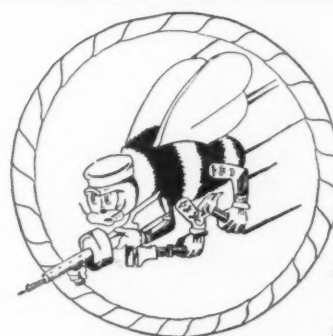
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Contest closes April 1. The two first prizes will be \$50. (at maturity) war bonds. Other prizes will be war stamps. Ask your art supply dealer, stationer, or school supply dealer for an official entry blank. If his supply is exhausted, please send us his name and yours. Write for free sample on your letterhead.

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## Do You Know That

Every soldier, sailor, and marine is equipped with a first-aid kit? It takes only

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to purchase one of these kits. Every boy and girl in America can have a part in safeguarding the life and health of our fighting men by purchasing

### WAR SAVINGS STAMPS AND BONDS

Start a systematic program for the purchase of stamps and bonds in your classroom—in your school. Help win the fight for freedom!

(Junior Arts and Activities is proud to contribute a part of its space to the Treasury Department to further the sale of War Savings Bonds and Stamps.)



Teachers, this department is your very own. Write us your suggestions, your problems, your criticisms, what you need, and what you would like to see in **JUNIOR ARTS AND ACTIVITIES**. We welcome your **LETTERS**.

Dear Editor:

I find that I can't get along without **JUNIOR ARTS AND ACTIVITIES**. For the first time in my twenty-six years of teaching I have charge of art. The other material contained in **JUNIOR ARTS AND ACTIVITIES** is good—but the art is exactly what I find most useful.

Yours sincerely,  
Illinois teacher

If other teachers are teaching something new this year and would like help, please let us know and we shall try to adjust our schedule to give all the assistance we can.

American teachers are doing a magnificent job at a most difficult (and at times thankless) task. Our complete co-operation is a small matter by comparison.

Dear Sirs:

I have just recently come into possession of an April, 1942, copy of your magazine and from what you seem to offer on pages 48 and 49 (**ACTIVITIES ON PARADE**) of that issue I believe I have accidentally stumbled upon a life saver.

I teach in a consolidated school that is located in a very small town but in the center of an extensive rural section, and our school enrollment is made up principally of pupils from farm homes.

A few days ago at a faculty meeting our superintendent suggested that each teacher use the activity period once a week for some sort or phase of club work. We have only thirty minutes allowed for this period.

I'd like very much to have a copy of your **ACTIVITIES ON PARADE** Book 2 for grades 5 to 8 to examine.

If I find that I can use this to advantage I'll go into the club plan and order more copies each month.

Very truly yours,  
Mississippi teacher

Your particular situation is one which is not uncommon in many sections of the country. May we suggest a few ideas for club activity periods?

First of all, the children love to organize such clubs and the more freedom of action which they have in choosing their officers and club activities the better. Next, you might suggest, if the pupils are at a loss for specific activities (as sometimes happens when club work is first started) that the boys and girls might give reports and bring samples of work done out of the classroom. There are some projects in each issue of **ACTIVITIES ON PARADE** which are suitable for individuals to carry out without the aid of the teacher. How the children work out these projects and their various experiences along this line will make fine discussions.

Nature study might be discussed during one meeting during the month. Literature and art appreciation might occupy a period. The children will probably need no encouragement to devote some time to working out the puzzles and games of which a considerable number are to be found in **ACTIVITIES ON PARADE**.

Dear Sirs:

I never had the pleasure of using your magazine until this fall. I am interested in it for the art ideas it contains and I should like to say that I think it contains more usable ideas for the elementary grades than any magazine I have ever seen.

I should like to have copies of the latest numbers of **ACTIVITIES ON PARADE**. I am hoping that when the children see some copies I can interest them enough to buy their own.

Sincerely yours,  
Ohio teacher.

If your boys and girls are like children in other parts of the country, you will have no trouble interesting them in **ACTIVITIES**. The books themselves will do the trick. Children love the puzzles and games and clubs in **ACTIVITIES ON PARADE** and they find the projects just suited to their abilities and aptitudes.



## U. S. WAR HEROES SPONSOR SCHOOLS AT WAR PROGRAM



Left to right: Lieut. Commander Edward H. O'Hare, Lieut. Commander John D. Bulkeley, Sgt. Joseph R. Driskell and Capt. Hewitt Wheless praise the campaign of the Treasury Department War Savings Staff and the U. S. Office of Education to stimulate and honor war work of America's 30,000,000 school children and send inspiring messages to schools in every community.

Four of the nation's outstanding heroes of today accepted roles as members of a sponsoring committee for the Schools At War program launched this fall by the War Savings Staff of the Treasury Department and the U. S. Office of Education.

They are:

Lieut. Commander John D. Bulkeley of the United States Navy, the torpedo boat terror whose exploits against the Japanese in the Philippines have won him immortality.

Captain Hewitt Wheless of the United States Army Air Corps, cited by President Franklin D. Roosevelt as the bomber pilot who brought his ship safely through after running into 18 Japanese Zero fighters.

Sgt. Joseph Driskell, the tough Marine bugler, who gave one of the greatest demonstrations of bravery at Pearl Harbor when he manned a gun aboard the blazing U.S.S. Nevada although badly wounded.

Lieut. Commander Edward H. O'Hare, the Navy pilot who shot down five Japanese planes in five minutes in a single-handed engagement against a squadron of 18 Zeros.

The four heroes sent messages urging the nation's school children to enlist in the fight for freedom. Lieut. Bulkeley, the daredevil of Bataan, rescuer of General Douglas MacArthur, in his message, told school children everywhere in the land: "The armed forces need a home front as powerful as the fighting front. This front needs all you boys and girls of America to help us make the future world free from tyranny and aggression."

Lieut. Commander O'Hare declared: "The greatest strength of the men who are fighting this war out in the front is the backing of the

people at home. It is the kind of backing the youngsters of the nation are giving and are going to continue to give that will move our front to Tokio and Berlin before we finish this job."

Capt. Wheless appealed to school youngsters to continue their war services. He said: "Your work will keep us and the flag flying for victory."

"This is your fight and my fight," said Sgt. Driskell. "Let's pull together and do the job."

Their messages were wired to a committee of representative Philadelphians who presented Liberty Bricks, the ancient, original bricks from Independence Hall, to the Secretary of the Treasury at the launching ceremony of the Schools At War program. Encased in fitting shrines, the bricks have been rededicated to the service of the country and given to the school children of each state and territory in the United States to serve as inspiration and award for services to the nation in the Schools At War program.

The campaign, sponsored by the War Savings Staff of the Treasury Department, and the U. S. Office of Education and the Wartime Commission has a threefold purpose—to help schools coordinate their wartime activities into a unified program, to give each student a part in the war effort, and to stimulate the regular purchase of War Savings Stamps and Bonds. A series of local, regional, and state exhibitions of student activities and achievements will be staged throughout the country to call attention to the splendid work now going on in the schools, such as that of the Junior Red Cross, Civilian Defense, WPB Salvage, 4-H Clubs, Boy and Girl Scout War work, and School War Savings programs.

# JUNIOR ARTS & ACTIVITIES

THE NATIONAL MAGAZINE  
FOR THE ELEMENTARY  
TEACHER OF TODAY

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## JUNIOR ARTS AND ACTIVITIES

published by  
The Jones Publishing Company  
740 Rush Street Chicago, Illinois



Published monthly except July and August  
by The Jones Publishing Company.

Earl J. Jones, President  
Walter Graham, Vice-President  
Maurice Nugent, Vice-President

Editorial and advertising offices, 740 Rush  
Street, Chicago, Illinois.

Advertising representatives, J. E. West and  
Sons, 360 North Michigan Avenue, Chicago,  
Illinois. Telephone: FRanklin 5783.

Copyright 1942 by  
THE JONES PUBLISHING COMPANY  
Subscription: One year \$3.00 in U.S.A.;  
\$3.00 Canada; \$3.50 foreign. Single copies, 30c.  
Entered as second-class matter September  
27, 1939, at the Post Office at Chicago, Ill-  
inois, under the Act of March 3, 1879.

# THIS MONTH

January 1943

Volume 12 Number 5

FROM "PAUL BUNYAN"  
Illustration by Mary Alice Stoddard.....front cover

## Regular Features

HATS OFF! .....	1
LETTERS .....	2
EDITORIAL .....	5
SPECIAL OCCASIONS, SERVING MILK.....Yvonne Altmann	13
MUSIC IN THE GRADES.....Louise B. W. Woepfel	20
PROGRESSIVE ART IN PROGRESSIVE SCHOOLS.....Harold R. Rice	35
THE LISTENING HOUR .....	39
YOUR BOOKSHELF .....	42
LET'S READ MORE.....Grace E. King	43
TEACHER'S CORNER .....	45

## Special Features

1943 CALENDAR .....	6
SAFETY POSTER .....	21
THRIFT POSTER .....	30
THE LOST SHEEP.....Marie G. Merrill	31
ALEXANDER HAMILTON, PORTRAIT.....	32
LIFE OF ALEXANDER HAMILTON.....	33
OUR GOVERNMENT, THE TREASURY DEPARTMENT.....	40-41
ABOUT PAUL BUNYAN.....	44

## Units — Study Outlines and Activities

THE WEST INDIES.....Ann Oberhauser	7
MAP .....	9
NOTEBOOK ILLUSTRATIONS .....	10-11
PRODUCTS OF THE WEST INDIES.....	12
DESERT LIFE, A UNIT FOR PRIMARY GRADES.....	15
GAME .....	16
FLASH CARDS .....	17
CUT-PAPER FRIEZE .....	18
COPPER, A UNIT ON A VITAL MATERIAL.....	22
SOURCE MAP .....	23
CHART .....	24
MAKING A STORE CORNER A SUCCESSFUL ACTIVITY..Helen M. Waltermire	25
SEATWORK .....	27
LETTERING SIGNS .....	28
PAPIER MACHE FRUITS AND VEGETABLES.....	29
THRIFT POSTER .....	30

## Arts and Crafts

CUT-PAPER FRIEZE .....	18
LETTERING SIGNS .....	28
PAPIER MACHE FRUITS AND VEGETABLES.....	29
MAKING A BELT FROM WOOD, WOODWORKING PROJECT.....	34
E-Z BELTS .....	35
WAR STAMP BANK.....Harold R. Rice	38

## Nature Study and Science

THE CAMEL, NATURE NOTEBOOK.....	19
COPPER, A UNIT ON A VITAL MATERIAL.....	22

## Music

A MUSICAL APPROACH TO HISTORY.....Louise B. W. Woepfel	20
--	----

## Reading, Literature, and Poetry

THE NEW YEAR, POEM.....Clara E. Bowen	13
THE SNOW .....	13
LITTLE NEW YEAR.....Elsie Melchert Fowler	26
THE LOST SHEEP.....Marie G. Merrill	31
LET'S READ MORE.....Grace E. King	43
ABOUT PAUL BUNYAN.....	14

## Work Material

PRE-READING CHART .....	14
DESERT GAME .....	16
FLASH CARDS .....	17
SEATWORK .....	27



Few realize the far-reaching and continuing influence of Benjamin Franklin, who died over 150 years ago. Specific contributions of his, such as the lightning rod, the University of Pennsylvania, and many more, are still a part of our lives. Many evidences of his courage and farsighted wisdom have extended through the years to the present time. In these war times, we need all the initiative, strength, and devotion that Benjamin Franklin possessed.

Besides his outstanding experiments in electricity, his printing and publishing, and his successful career as a diplomat, Franklin was endowed with amazing humanity. He preached sensible, practical living and warned his readers to preserve their freedom and maintain their independence.

During his lifetime, as in ours, the world was shaken with wars and revolutions. Yet the preachings of kindness and generosity of the Philadelphia philosopher have outlived the hatreds and misunderstandings prevalent in his day. They are still alive and worthy of preservation. We can, and must, keep with us those enduring ideals of courage, perseverance, and faith to be found in the life and work of Benjamin Franklin, for these alone will live beyond the avarice and darkness of the twentieth century.



1943 JANUARY 1943						
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# 1943

## Events in the New Year

JANUARY 1  
New Year's Day

FEBRUARY 12  
Lincoln's Birthday  
FEBRUARY 14  
Valentine's Day  
FEBRUARY 22  
Washington's Birthday

MARCH 15  
Andrew Jackson's Birthday

APRIL 14  
Pan American Day  
APRIL 25  
Easter

MAY 1  
Child Health Day

MAY 9  
Mother's Day  
MAY 30  
Memorial Day

JUNE 14  
Flag Day

JULY 4  
Independence Day

SEPTEMBER 6  
Labor Day  
SEPTEMBER 17  
Constitution Day

OCTOBER 12  
Columbus Day  
OCTOBER 31  
Halloween

NOVEMBER 25  
Thanksgiving Day

DECEMBER 25  
Christmas

1943 JULY 1943						
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1943 AUGUST 1943						
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1943 SEPTEMBER 1943						
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1943 NOVEMBER 1943						
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1943 DECEMBER 1943						
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1943 FEBRUARY 1943						
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1943 MARCH 1943						
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1943 APRIL 1943						
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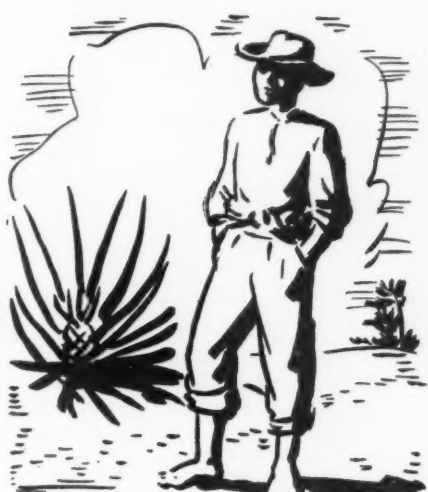
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1943 JUNE 1943						
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# THE WEST INDIES

*First Land in the New World to be Explored and Settled; Now Contains Important Bases for the Defense of the Panama Canal.*



**INTRODUCTION:** The study of the West Indies provides ample opportunity to discuss and to learn the important historical, geographical, cultural, and sociological data which have influenced the growth and prominence not only of the islands themselves but of the development of European civilization on the North and South American continents.

The study has a timely note, too, since the United States has leased bases on some of the islands and is building there the outposts of the defenses for the Panama Canal.

**APPROACH:** Current events, particularly the rationing of certain articles of food, may provide the necessary stimulus for a unit of this nature. The study of the island possessions of the United States, of which Puerto Rico is one, may lead to the subject of the West Indies in general. The story of the eruption of Mt. Pelee on Martinique may spur the children to an investigation of the position of Martinique in the West Indies and to a discussion of the islands. Since many famous people were born in the West Indies, notably Alexandre Dumas (the elder) on the island of Hispaniola, Alexander Hamilton on Nevis, and the Empress Josephine on Martinique; the children may desire to pursue the study of the islands after learning about these people.

After the boys and girls and their teacher have decided upon the study of the West Indies, the pictures which have been placed on the bulletin board to stimulate interest should be discussed in greater detail. The children should be encouraged to bring articles made in the West Indies to form an exhibit which will be used and viewed during the course of the unit. Such items as are not available may be represented by pictures, but as many genuine articles as possible should be collected.

## A UNIT FOR THE UPPER GRADES

by  
ANN OBERHAUSER

Ideas for the culminating activities may be discussed at this time, but it is better to wait until the unit has progressed a little further before deciding definitely upon the projects.

Read stories and articles about the West Indies. Newspaper clippings may be brought to school and read; the places mentioned should be located on a map of the islands prominently displayed for this purpose.

### DEVELOPMENT

I. Locate all the principal islands and island groups on a map of the West Indies.

- A. Bahamas
- B. Greater Antilles
  - 1. Cuba
    - a. Isle of Pines
  - 2. Jamaica
  - 3. Hispaniola
    - a. Republic of Haiti
    - b. Dominican Republic
  - 4. Puerto Rico
- C. Lesser Antilles

- 1. Windward Islands — those south of Santa Lucia, also the island of Santa Lucia

- 2. Leeward Islands—those north of Santa Lucia

II. Use the outline given with this article to learn about the history, people, products, culture, and importance of the various islands.

III. Form committees to procure additional information and to work out projects and activities in connection with the unit.

- A. For planning culminating activities

- B. For supervising the exhibit
- C. For doing additional research

### CORRELATING ACTIVITIES

I. Written language

- A. Write to sources of additional information, such as fruit companies and steamship lines. The United States Bureau of Insular Affairs should have helpful material.

- B. Write descriptions of the various islands of the West Indies for a notebook covering the entire study. This notebook may be a class project or each student may make his own as a project carried out during this unit.

- C. Creative writing

- 1. Write a skit or play about the West Indies in general or some particular island.

- 2. Write poetry describing the beauty of the land there.

II. Oral language.

- A. Read stories, articles, and poems about these islands.

- B. Read stories and poems written by other members of the class. Exchanging the results of research will increase the knowledge of all.

III. Spelling

- A. Learn to spell the names of the islands and the more important cities and products.

- B. Learn the accepted pronunciations for such words as:

Bahamas	Guantanamo
Puerto Rico	Curacao
San Juan	Haiti
Ciudad Trujillo	Port-au-Prince
	Caribbean

IV. Music

- A. Many dance forms have come from the Caribbean area.

- 1. Habanera — a slow dance brought to Cuba from Africa, given the name *habanera* (pronounced ab-an-air'-rah) after the capital of the island which is spelled Habana in Spanish.

2. Rhumba
3. Conga

B. The music of these lands has been influenced by the Indians, some of whose instruments remain in use by the natives to this day; by the Spaniards, and through them by Moorish and Arabian peoples to some extent; and the Africans, who probably exert the greatest influence.

C. Play the "Habanera" from Bizet's Carmen. It is probably the most famous habanera. Play also a rhumba and a conga to acquaint the boys and girls with their rhythms.

1. What part do drums play in the music?

2. Rattles?

#### V. Arithmetic

A. Find out the distances from the various island ports to the United States.

1. How far from Miami is Havana?

B. Compare the value of sugar and coffee crops grown on Hispaniola with those grown on other islands.

#### VI. Geography

A. What islands are not within the torrid zone?

B. What is the extent of the Caribbean Sea? the Gulf of Mexico?

C. The islands are not as hot as one would expect them to be.

1. The mountains provide places of higher altitude where the air is cooler.

2. The trade winds bring cooling breezes.

#### VII. History

A. Columbus discovered most of the West Indies.

1. He first landed in the New World on Watling Island in the Bahamas. He called it San Salvador.

2. Columbus started colonies on Hispaniola. At Santo Domingo (or Ciudad Trujillo) is one of the oldest universities in the New World.

B. The Spanish settled many of the islands. All of them were claimed.

C. Little by little other nations claimed some of the islands.

1. England
2. France
3. Holland
4. Denmark
5. Sweden
6. United States

D. Piracy in the West Indies

E. The Spanish government could no longer rule some of the islands.

F. The Spanish-American War.

1. How the United States got Puerto Rico.

2. The promise of freedom to Cuba

G. The Good Neighbor policy in the Caribbean area

#### VIII. Social Studies

A. The products obtained in the islands

1. Sugar — Cuba, Hispaniola, Puerto Rico, etc.

2. Coffee—Jamaica, Puerto Rico, Hispaniola

3. Lumber—mahogany and lignum vitae in Hispaniola, the Bahamas, etc.

4. Tobacco—Cuba

5. Copper—Cuba (also manganese and other metals)

6. Oil and asphalt—Trinidad and Curacao

B. The influence of these products upon the life of the people in the islands

1. What happens when the sugar crop is too large?

2. What happens when other products cannot be exported to other nations?

C. Do the islands have any manufactures?

1. Handicrafts on Puerto Rico

2. The government of Haiti is trying to encourage native crafts.

D. The kinds of people on the islands

1. There are almost no traces of the Indians who populated the islands when Columbus came in 1492.

2. Many people have been brought to the islands from Africa.

3. What languages do the people speak?

a. French in Haiti

b. Elsewhere Spanish

F. Education — many new schools are being built especially in Puerto Rico, Cuba, and Haiti.

G. The islands have always been centers of shipping.

1. There are many good harbors.

2. In general, people of other countries need the things which the islands provide.

#### IX. Health and Safety

A. Yellow fever and other tropical diseases have been stamped out.

1. The work of the United States medical officers is largely responsible for this.

B. There are not many animals (snakes and other venomous creatures) which cause injury and death to man.

C. Study the progress made in sanitation, health and safety in the various islands.

#### X. Science

A. Study the method by which the mosquito carries disease germs. Where do mosquitoes breed? What good is oil in keeping them from spreading?

B. Study the earthquakes, hurricanes, and other disturbances of nature which trouble the islands.

C. Sugar is now being used to make smokeless powder. How is this made?

#### XI. Art

A. Make sketches for notebooks.

B. Make notebook cover designs of characteristic West Indian landscapes or activities.

C. Make a series of silhouettes showing activities on one of the islands. The class may be divided so that all the islands will be represented in this project.

D. Make posters, either cut-paper or spatter work, showing outstanding features of the islands.

E. Make copies of Puerto Rican applique embroidery work.

#### CULMINATING ACTIVITIES

I. Present a play or a program which the boys and girls have written. This may combine music which may be played on a phonograph with stories and poems about the West Indies; or it may be a skit especially prepared to show the activities of the West Indies and their importance historically and in current affairs.

II. A panel discussion in which different children represent the people of the various islands will be interesting and fruitful. The children may present the problems and advantages of living in the islands. One child may represent Cuba, another Haiti, another the Dominican Republic, and so on.

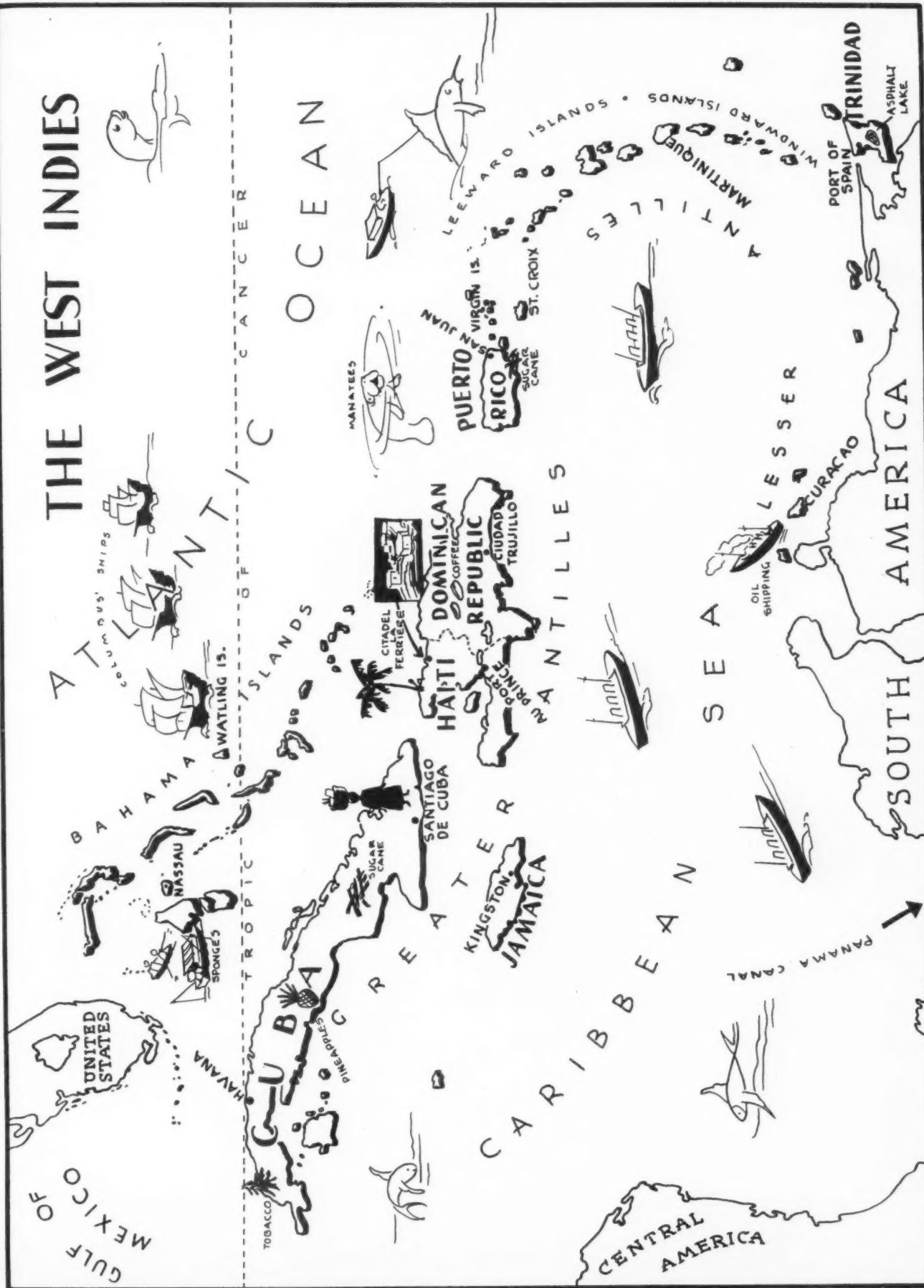
The history of the West Indies begins October 12, 1492 when Columbus with his little fleet landed on San Salvador. Most experts agree that the San Salvador Columbus named is none other than Watling Island in the Bahama group. Since that date the West Indies have loomed large in the history of the development of the American continents. It was with Jamaica that the seafarers of Colonial times did such a brisk trade. It was for the possession of these islands that wars have been fought, although rarely in the territory of the islands. At the moment their importance is greater than ever since they guard the eastern entrance to the Panama Canal.

Although the West Indies lie in the Torrid Zone, the sea breezes and the high altitudes of most of the islands make the temperature agreeable to most people. Formerly the islands were frequently the scenes of epidemics of tropical diseases but these have been wiped out. Hurricanes, earthquakes, and tornadoes are often the cause of much dam-

(Continued on Page 44)



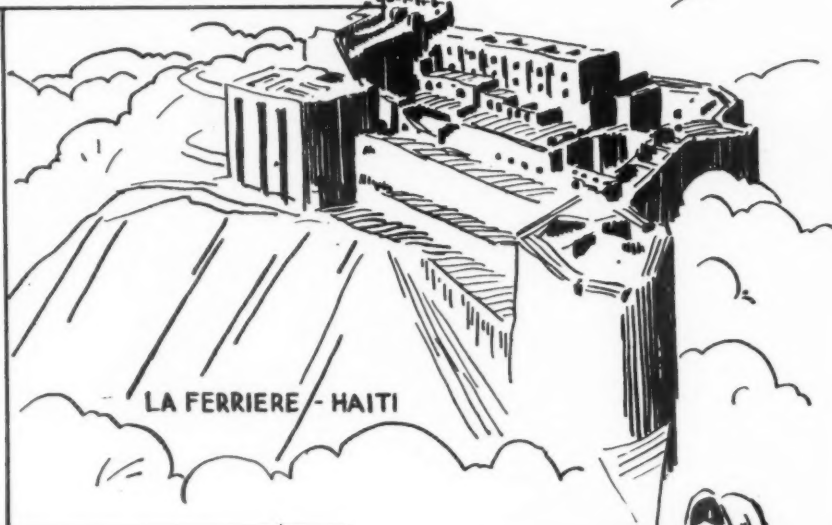
# THE WEST INDIES



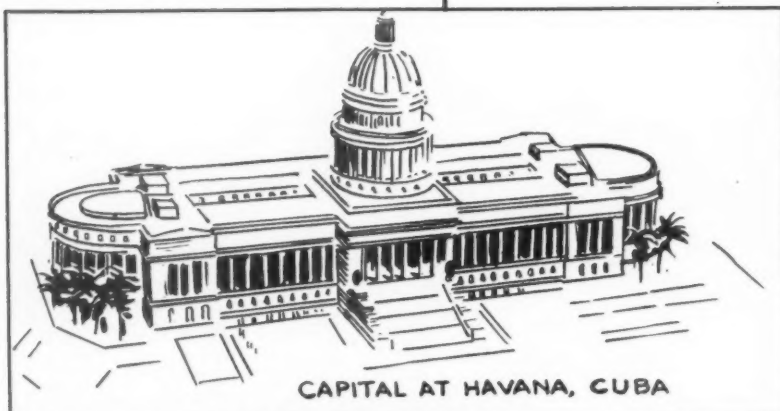
# WEST INDIES



WEST INDIAN WOMAN



LA FERRIERE - HAITI

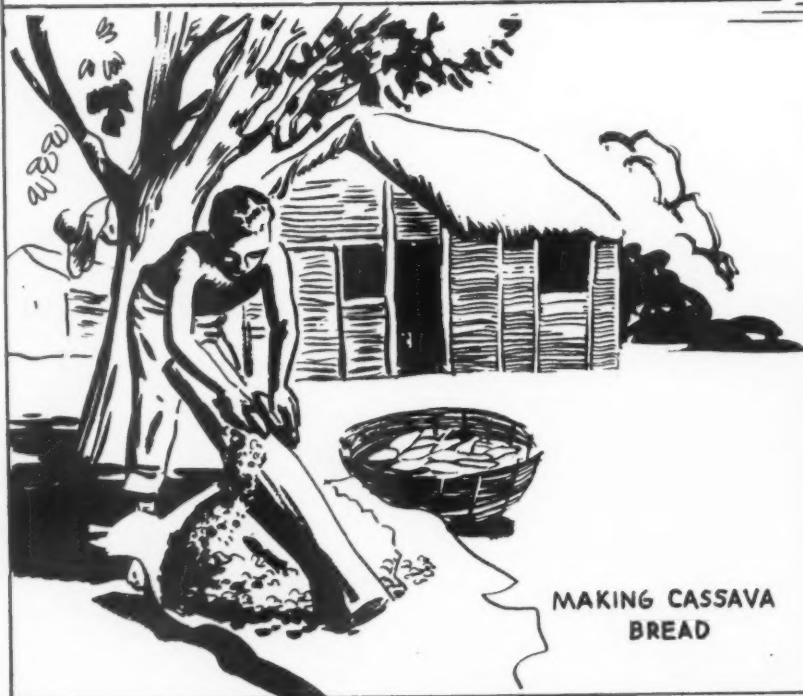


CAPITAL AT HAVANA, CUBA

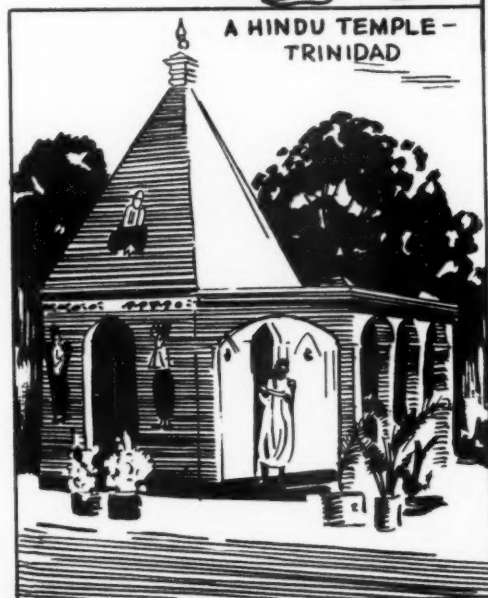
HINDU WOMAN  
TRINIDAD



A HINDU TEMPLE -  
TRINIDAD



MAKING CASSAVA  
BREAD



# NOTEBOOK

The pictures on these pages are illustrations of some of the more important and interesting things to be found in the West Indies. The pictures may be used as guides for the type of material to be placed in notebooks or as ideas for sections of a mural or frieze on the islands.

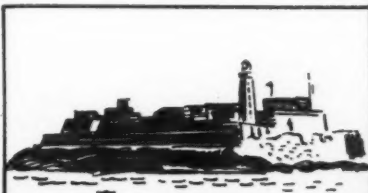
There are many additional pictures which will show the activities in the West Indies. As you study about the islands you will realize that we could not possibly illustrate all the important characteristics of each island.



CATHEDRAL AT  
CIUDAD TRUJILLO  
DOMINICAN REPUBLIC

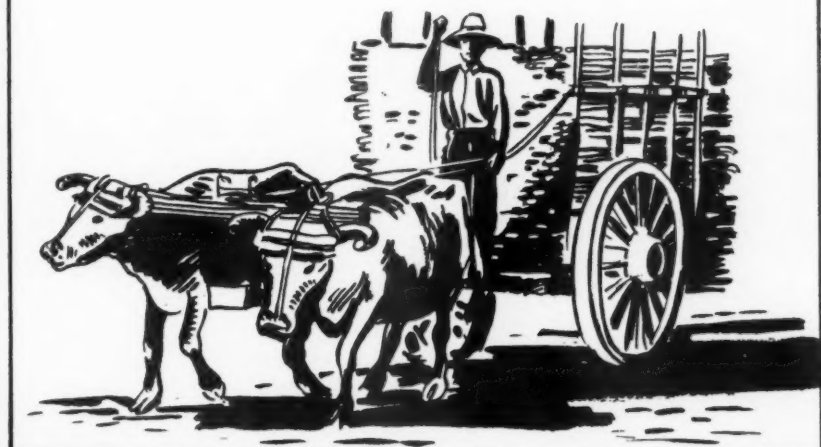


WORKER'S CABIN



MORO CASTLE  
PUERTO RICO

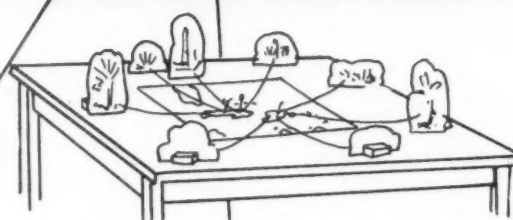
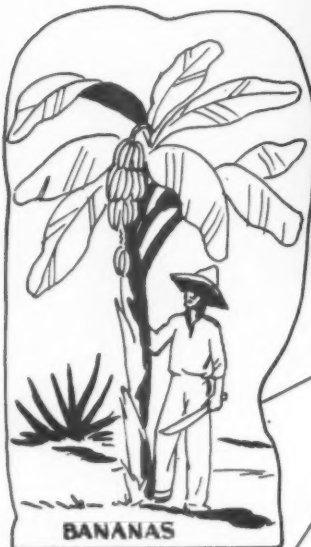
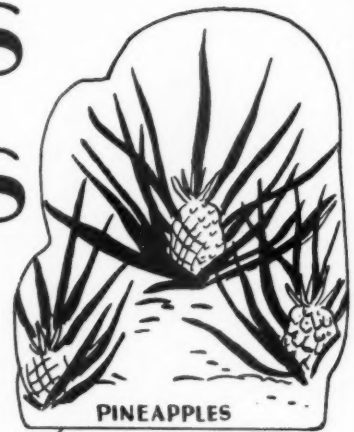
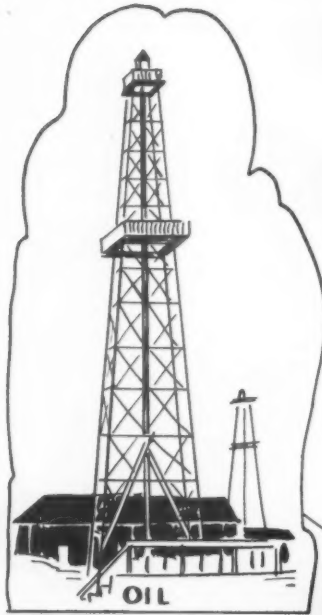
HAULING SUGAR CANE TO THE CENTRAL



STATUE OF EMPRESS JOSEPHINE  
MARTINIQUE



# PRODUCTS OF THE WEST INDIES



To make this table project, place a large map of the West Indies in the center of the table. Sketch pictures of the products of the different islands on cardboard or on paper mounted on cardboard. Wooden blocks tacked to the backs of the pictures at their bases will permit them to stand. Color the pictures. Attach ribbons or strings from the stand-ups to the proper island or islands where the things are produced.



# Special Occasions

(Note: Many schools do have a program whereby milk is served to the kindergarten children and those in the primary grades. Such an activity is well worth the trouble it involves; the children's increased well-being is ample repayment. There are more benefits than health improvement, as will be seen from the following article describing Miss Altmann's experiences.—Ed.)

When the time comes for milk to be distributed at school, what do you do about it? Do you make a party of the daily milk period?

The situation is handled very simply in our kindergarten. Notices reading as follows are sent home to inform the parents that milk can be ordered for the child beginning at a certain date:

"Serving milk begins (date) in the kindergarten. It is 15c a week. It will not be ordered unless paid for one week in advance. Milk orders will be canceled if notified one day in advance. Chocolate milk cannot be purchased. The Kindergarten Teachers."

A list of the names of all our pupils was compiled. Before the first period in the morning—the free activity period—the milk and straws were placed on the oilcloth-covered table tops. The names of the children who are to have milk were called by the teacher.

Then the children sit or stand around the tables (as they prefer) to drink their milk. When they have finished drinking, they put the bottle with the straw into the milk box.

(In some schools you may find that it is desirable to wash the bottles before inserting them into the case. If this is true, it is wise to caution the children not to spill drops of milk or water on the floor. A safe way to remove the straw and milk cap, if still on the bottle, is over the wastebasket.)

All children should be instructed to tip the bottle after a sufficient amount of milk is out to keep it from spilling

## SERVING MILK

by

YVONNE ALTMANN

Kindergarten Director

Oshkosh, Wisconsin

(instead of bending the straw for this purpose). A bent straw means that the child will have difficulty in drinking the milk so that it will end with his using at least one additional straw. One straw is enough if the first method is followed.

The children should be taught not to dawdle or to blow bubbles with their milk. They should be allowed to take their time. Since it is not a party, they do not have to wait until all are finished. Talking, but not yelling, is permitted because this does form an ideal situation for conversation especially for the timid child who has now one thing in common with the group—milk.

It has been our experience that some children drink milk in school who will not touch it at home.

If the milk is not delivered early in the morning, the game period later on will serve as an appropriate time for drinking milk. Serving milk during the rest period is not advisable since it is too much of a temptation for the child to drink his milk very slowly so that he will not have to rest. On the other hand, the conversationalist drinking milk will disturb the resters.

Since our kindergarten is a large one, we used the method outlined above. In a small group, all may have milk, a glass of water, or some type of fruit juice. To teach true table manners, serving and a regular period set aside

each day for the whole group could be the order of things.

### ACTIVITIES STIMULATED BY SERVING MILK

When milk is served, an ideal learning situation presents itself. The children may be encouraged to inquire where they get milk. This may lead to an investigation of a community helper—the milkman. It may be that the children's interests may center around the dairy. If the latter is the case, a trip to a local dairy might be made. Children of kindergarten age are not too young to begin to take excursions although these demand more planning on the part of the teacher.

Preparing children for reading may be done in a gainful and simple manner during the first weeks that milk is served. Prepare large charts (or a single chart) on which are drawn simple outline pictures showing the processes taking place before milk is delivered to our doors. Bold letters forming simple captions should be placed beneath each picture. The teacher should read the captions while she points to the pictures. (Caution: Reading must not be repeated so often that the children have an opportunity to learn the captions by heart. There is a great tendency on the part of some bright children to let their memories carry them through pre-reading and beginning-reading exercises.)

The children may draw pictures of cows during this time. They may also make pictures of the milkman delivering milk, boys and girls drinking it, and so on.

### POEMS AND STORIES TO READ

*The Dairy*, Eleanor M. Johnson, Unit Study Book No. 105

"The Cow," Robert Louis Stevenson

"The Cow," Ann Taylor

"Milking Time," Christina Rossetti

"Milking Time," Elizabeth Madox Roberts

## THE NEW YEAR

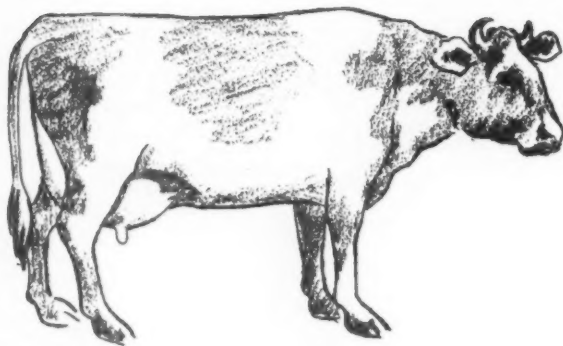
January days are here,  
Bringing in a bright New Year.  
Days of snow and ice and fun,  
Coasting, skating every one.  
But we do not always play;  
There is work for every day.  
Work for all of us to do,  
Makes us well and happy, too.  
So we greet you without fear,  
With stout hearts—joyous New Year!  
—Clara Emogene Bowen



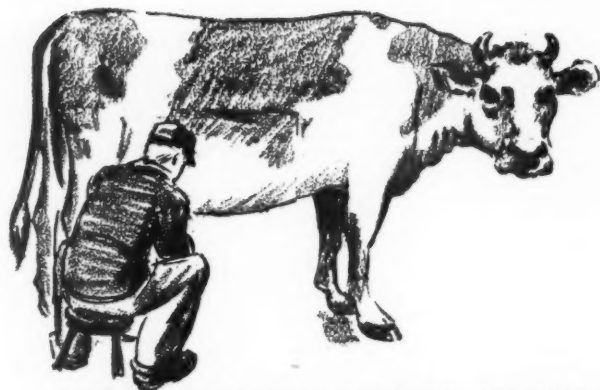
## THE SNOW

A nice old woman lives in the grey  
clouds  
Which hang in the wintry sky,  
And she gathers the feathers from her  
geese  
While the clouds go scudding by.  
The feathers fall like soft white foam  
Down to the earth below;  
Where the children raise a happy shout,  
"Look! Look! It's beginning to  
snow."

—Laura Alice Boyd

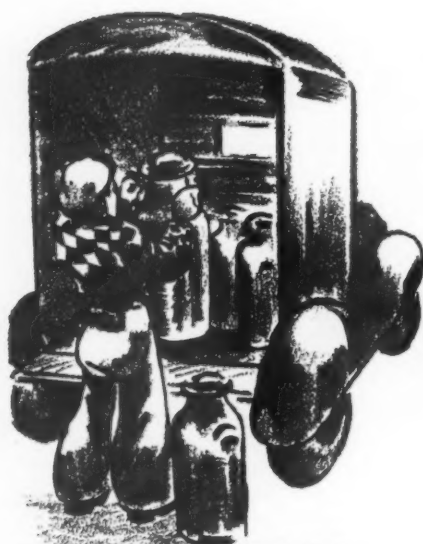


**THIS IS A COW**



**WE GET MILK FROM COWS**

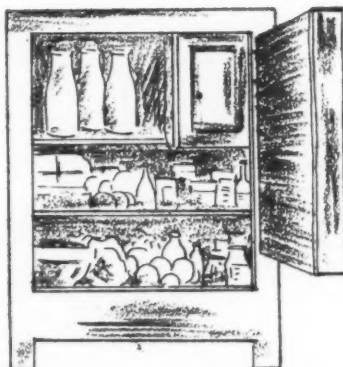
# MILK TO DRINK



**THE MILK GOES  
TO THE DAIRY**



**THE MILK IS  
PUT IN BOTTLES**



**MILK MUST BE  
KEPT COLD**



**MILK IS USED FOR  
COOKING THINGS**



**WE DRINK MILK  
TO KEEP WELL  
AND STRONG**



(The question of undertaking a unit on desert life in the primary grades has evoked many discussions pro and con. In the last analysis, however, the success of such a unit can only be prophesied by taking into account these factors as they apply to each class: (1) Have the children had the basic experiences which prepare them for exploring the wider areas of how children live in different circumstances from their own? (2) Are the children familiar with the concept of life as it goes on outside their community? (3) Are the children's listening tastes such that they will enjoy and derive benefit from stories about life in the desert?)

If a teacher feels that her class is not too immature to embark on a unit about, for example, Dutch life; in all probability that same teacher may inaugurate a successful unit on desert life.

With the thought in mind that many primary classes are able to study desert life successfully, we have prepared this unit especially for this level. With appropriate elaborations, however, it may be used in the intermediate grades.—Ed.)

**APPROACH:** Placing pictures on the bulletin board is an excellent way to stimulate interest. By selecting pictures showing activities of American children and those of desert children, the teacher will stimulate mental processes in her pupils and give rise to questions leading to an interesting and profitable unit. Pictures of a tent and an American home, of an American boy and girl and a Bedouin boy and girl, of bread which modern children eat and of the process of baking bread on the desert, etc., are good.

**TEACHER'S OBJECTIVES:** (1) To broaden the children's horizon. (2) To show the essential sameness of living all over the world. (3) To develop an appreciation of the culture of other peoples. (4) To show that people's way of living is dependent to some extent upon their environment.

**CHILDREN'S OBJECTIVES:** (1) To know more about desert children. (2) To build a Bedouin home (an activity which may be instituted by the teacher). (3) To learn about animals of the desert. (4) To learn about the homes, food, clothing, etc., of people of the desert.

#### DEVELOPMENT

Before learning about the people of the desert, the children want to know where and what the desert is.

##### I. The home of the desert people

###### A. A hot, sandy place

1. There is little rain.
2. It gets cold at night.
3. Sometimes there are sand storms.

# DESERT LIFE

## A UNIT FOR THE PRIMARY GRADES

B. In some places in the desert there are oases. These are spots where there are water and trees and grass. People come to these oases to get food and to water their animals.

##### II. The people

A. People who live in the desert are called Bedouins.

1. Their name means that they move about.

B. They live in tents made from goat-skin or goat hairs.

1. They move about very much and, therefore, cannot have homes such as we have.

2. In the tents there are few pieces of furniture. Bedouins have

a. Cooking kettle and some metal dishes

b. Bags for water—made from the skins of animals

c. Baskets for keeping food

d. Rugs, blankets, mats, and cushions

3. The tent is in two parts—one for men and one for women and children.

##### C. Food

1. Dates

2. Bread which is made by mixing flour and water or milk

3. Cheese made of goat's milk

4. Milk of goats and camels

5. Butter

6. Sometimes they have meat—mutton (sheep) or roast kid (a young goat).

7. Coffee and tea

##### D. Clothing

1. Men and women wear long, loose clothes. These keep them cool in the hot desert sun. They also keep them warm in the cool nights.

2. Women wear veils.

3. Men wear turbans.

4. Boys and girls dress like their fathers and mothers.

5. They wear sandals to keep their feet from being burned by the hot sands.

E. The kinds of work desert people do

1. They keep sheep and goats and camels.

a. The wool from these animals is made into rugs, clothing, mats by the women of the family.

b. The men tend the flocks.

##### F. The animals

1. The camel is called the "ship of the desert." He carries people and their belongings for great distances.

a. Sometimes he supplies the people with milk.

b. Sometimes his flesh is eaten as food.

c. He can go for a long time without water because he has a special storage place in his body for it. This makes him even more useful because there are not many places where thirsty animals can get a drink on the desert.

2. Horses—these are ridden by the men when they guard the family and their possessions.

3. Sheep and goats—give food, clothing to the Bedouin people.

##### G. A caravan

1. Because the desert is a dangerous and lonely place, people travel in groups. These groups are called caravans.

2. A caravan has many camels, horses, and other animals in it in addition to the people.

3. When the people come to a city, the caravan breaks up.

H. Bedouin people go to the city to trade their wool, skins, rugs, and other things for coffee, food, and other things they need.

#### ACTIVITIES

I. Discuss the reasons why Bedouins cannot live in one place. Bring out the fact that where they graze their sheep there is not much grass; therefore they must travel constantly.

II. Have the children write a skit which they can produce as a kind of dramatic play using the Bedouin home which they will build.

III. Build a Bedouin home.

IV. Make a cut-paper mural showing life on an oasis. Make it as big as possible since smaller children do not have the necessary co-ordination to cut tiny pieces.

V. Make a spelling book cover.

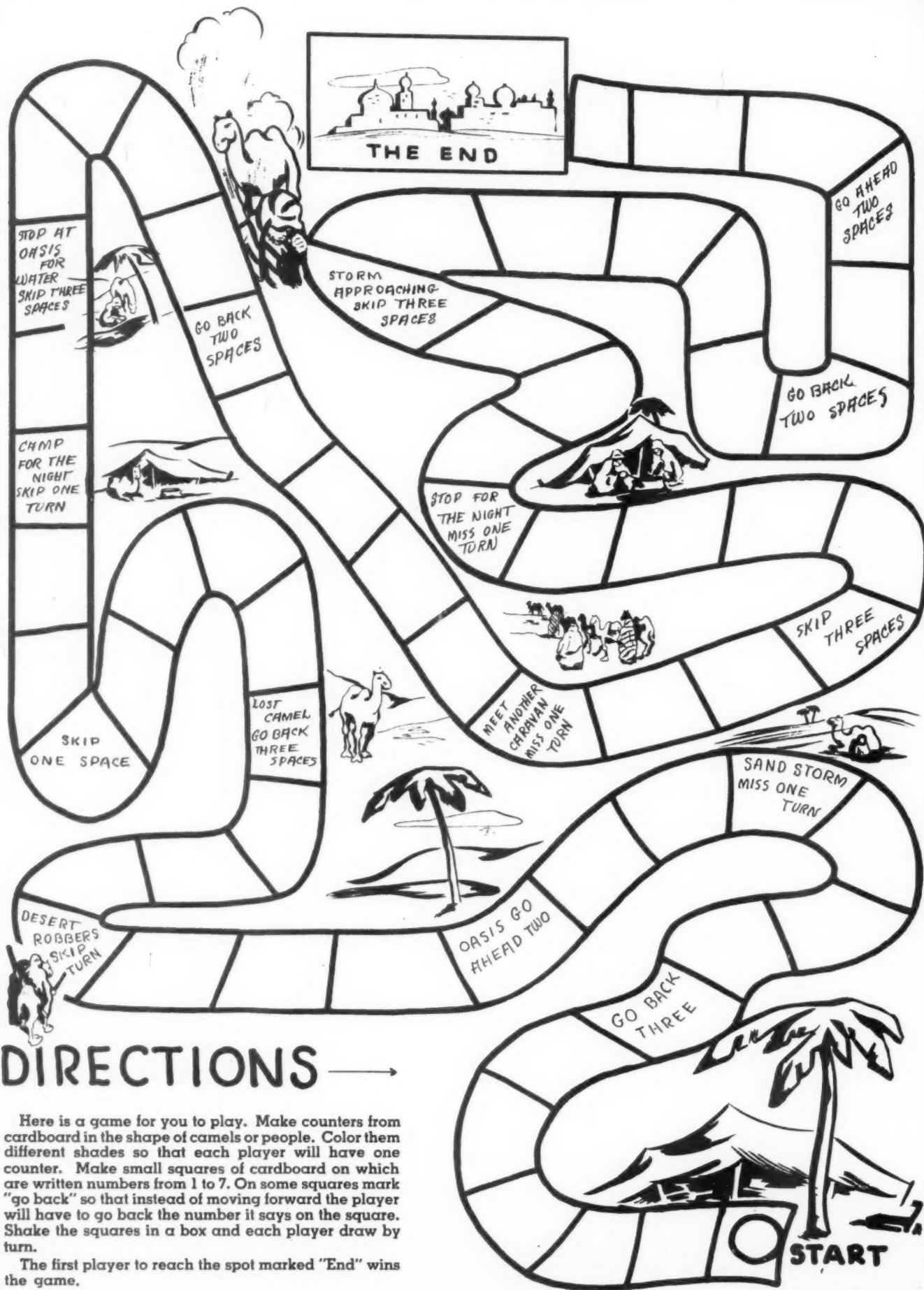
VI. Correlate spelling, arithmetic, social studies, some science facts with this unit.

#### BIBLIOGRAPHY

For the Teacher:

*Hot, Dry Lands*, Odille Ousley, Unit Study Book 403, American Education Press, Columbus, Ohio (This book is written on a slightly higher level than is used in the present unit.)

*The World and Its People*, Dodge and Lackey, Rand McNally, Chicago  
*"Children of Other Lands"* in *Childcraft*, Vol. 11, Quarrie, Chicago



## DIRECTIONS →

Here is a game for you to play. Make counters from cardboard in the shape of camels or people. Color them different shades so that each player will have one counter. Make small squares of cardboard on which are written numbers from 1 to 7. On some squares mark "go back" so that instead of moving forward the player will have to go back the number it says on the square. Shake the squares in a box and each player draw by turn.

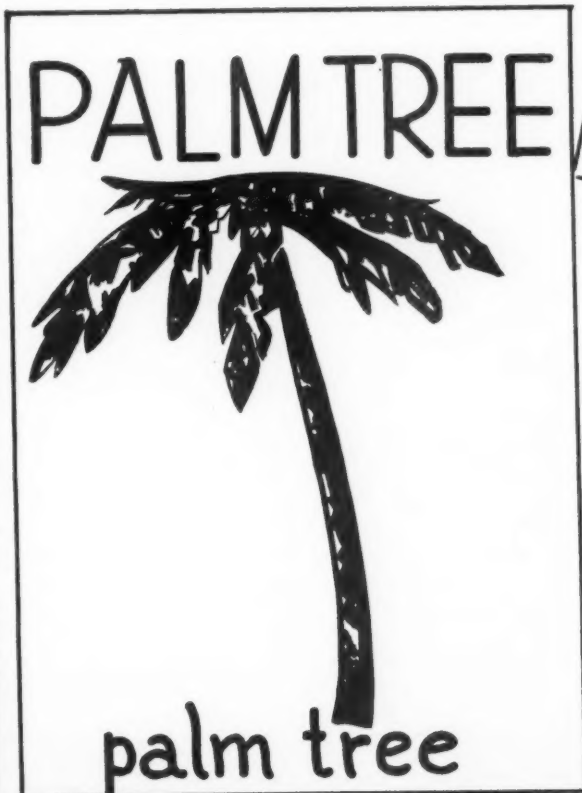
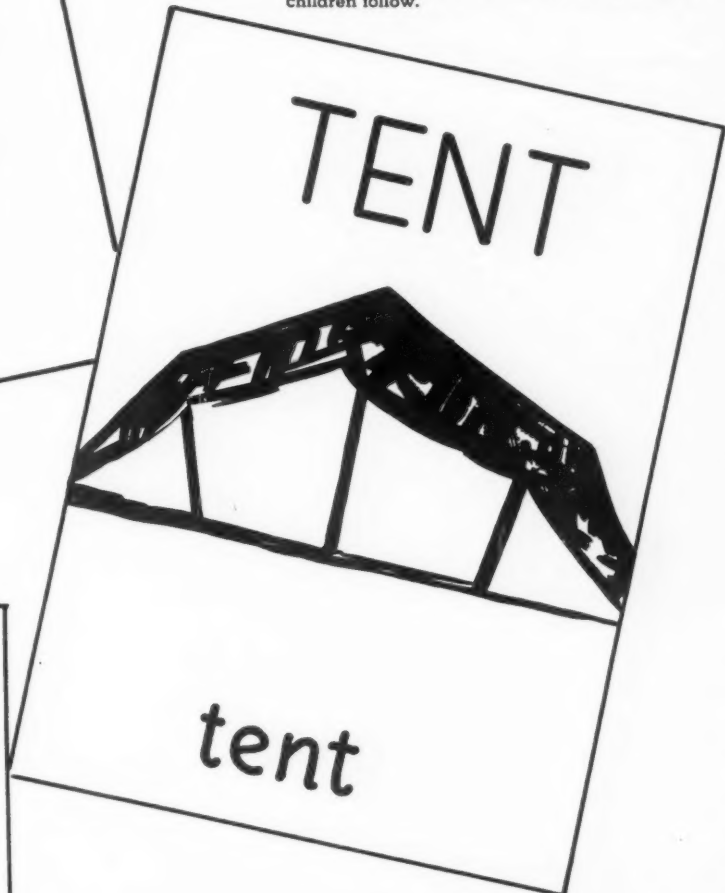
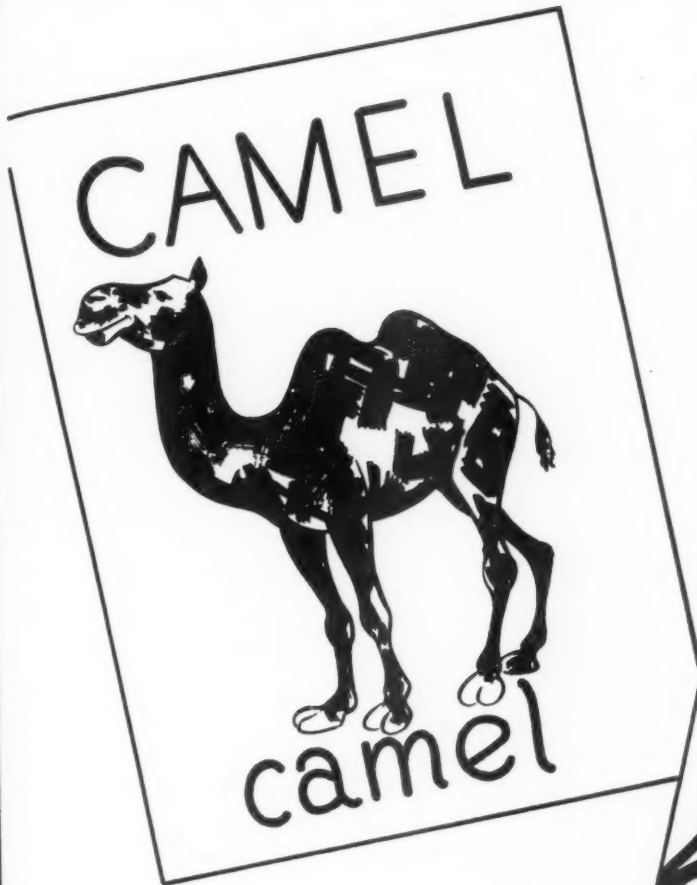
The first player to reach the spot marked "End" wins the game.

# FLASH CARDS

Every boy and girl in the class should make three or four of these flash cards. Use cardboard or construction paper. Make the cards big. Put a picture in the middle of each card. Make the letters at the top big letters; make the letters at the bottom smaller letters. The letters at the top and bottom of each card should spell the name of the picture in the middle.

Look on this page. We have a picture of a camel. At the top and bottom of the picture we have the word CAMEL.

Color the pictures as you wish. When everyone has some cards finished, some boy or girl should stand at the front and "flash" the cards before the rest of the children who tell what they are. Other children follow.

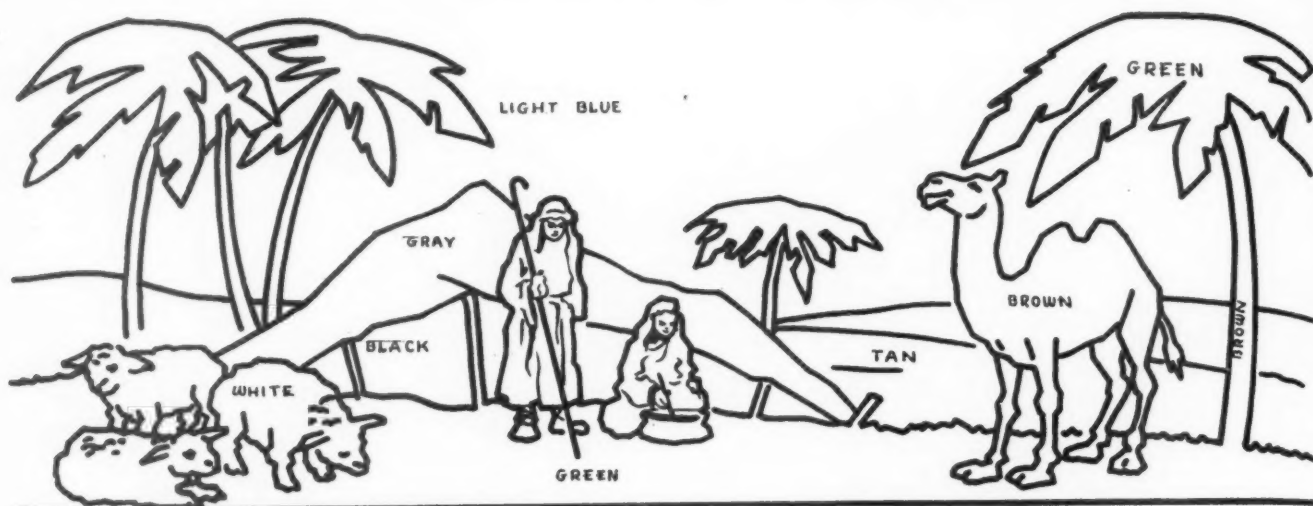


## IDEAS FOR FLASH CARDS

CAMEL  
TENT  
DESERT  
SHEEP  
ARABS  
OASIS  
DATES

PALM TREE  
COFFEE  
CARAVAN  
SANDALS  
HORSE  
WOOL  
TURBAN





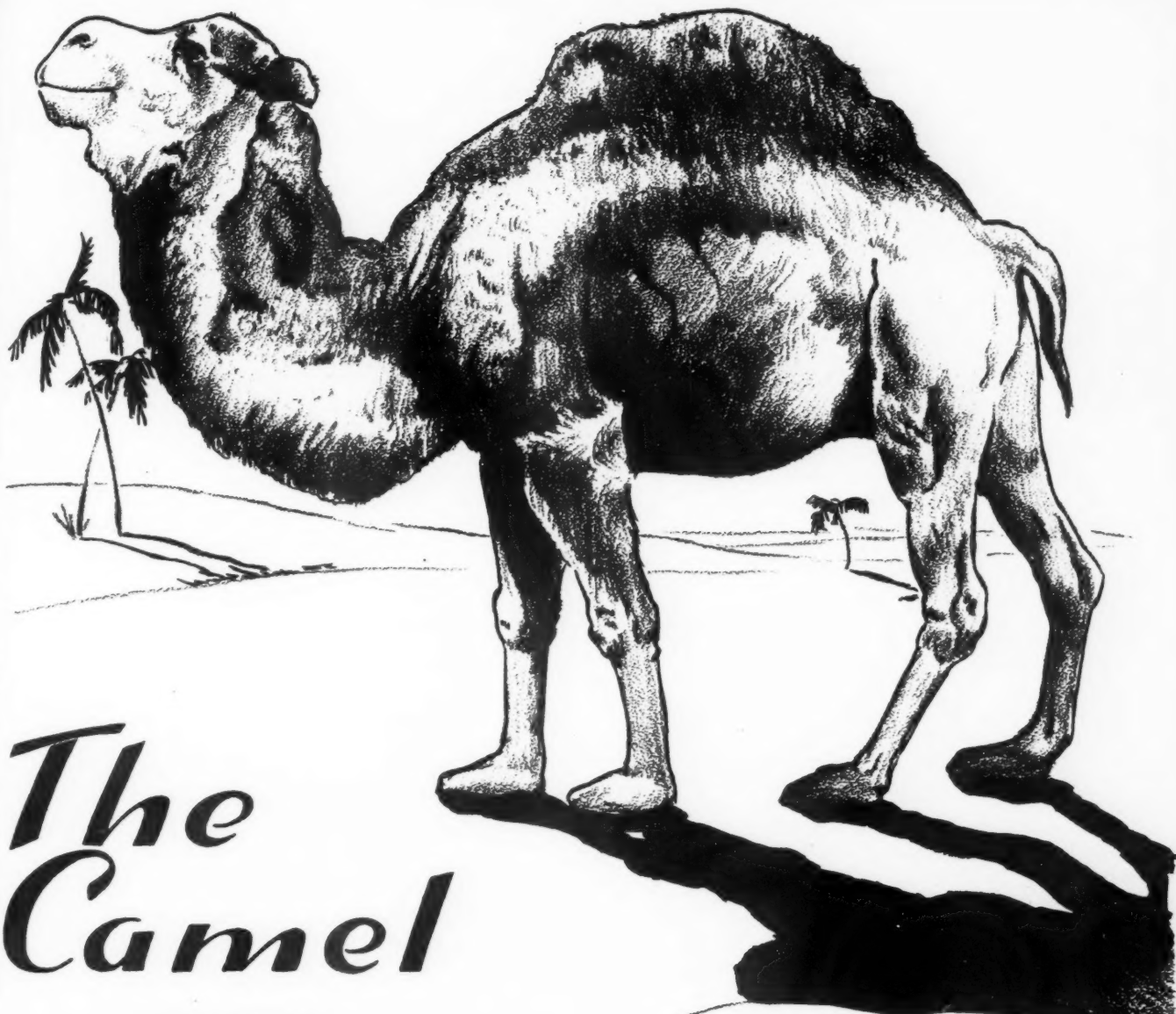
## DESERT FRIEZE

During your study of desert life, you will want to make this cut-paper frieze. You will need green, gray, black, brown, tan, white, dark blue, and light blue construction paper; wrapping paper; paste; and scissors.

Make large figures such as we have shown here on the right color of construction paper. For example: Cut a large camel from brown paper; the sheep from white paper; etc. We have not shown the shape of the tent, the sky, the desert sand, or the green oasis because we think that you will want to choose your own size for them. Make larger figures than we have shown.

Use the picture at the top of the page to guide you in using the different colors.

After you have cut the pieces, place them on the wrapping paper. When you know just where you want each piece, mark around it **LIGHTLY** with pencil, then remove the piece, put paste on the back, and hold it firmly on the background.



# The Camel

## NATURE NOTEBOOK

The camel is one of the most useful of all the animals which man has tamed for his use. Across the sandy wastes of desert country the camel travels swiftly (unless heavily laden with packages) and without stopping to eat or to drink the water which is so precious in hot, dry countries.

There are two kinds of camels—the dromedary and the bactrian. The dromedary is the camel which you see in the big picture at the top of the page. It has one hump, long legs, and is not found in a wild state at all. It is also called the Arabian camel. This camel is used in Arabia and in Africa.

The bactrian camel (at the right) is native to the steppes of Central Asia. It has two humps, shorter legs, and a long shaggy coat. The reason it has such a long coat is that the winters in Central Asia are very cold.

Camels can go for long periods without eating or drinking. The humps store food on which they draw during long journeys; their stomachs have a special ability to store great quantities of water.



Whether one is studying the history of America or of the human race, music offers a new and attractive approach to the subject. In most schools, the junior-high curriculum offers history and civics as part of the social studies program, while music is listed as an elective. By integrating the two fields, it is possible to acquire a better understanding of the people involved, and a broader conception of the social world.

When the room teacher is responsible for the musical training of her group, it is comparatively simple to organize the music material so that the group learn some songs representative of each period in history. Naturally these songs should be presented simultaneously with the social studies work on that period.

When a special teacher is responsible for the music, she should be notified, in advance, of the period to be studied.

To assist both the social studies and the music teachers, it is wise to prepare a chronological outline of the historic periods to be studied, indicating the approximate month in which each will be introduced. Include the names of songs to be learned, "Listening Hour" selections to be heard, and the source or location of all music to be used.

In choosing music to be studied or heard, keep in mind the distinction between music composed DURING the period and music written ABOUT the period. For instance, the Psalm, "Old Hundred," was set to music about 1550 and is an excellent example of Puritan music. "The Landing of the Pilgrims," set to music by Mary Anne Brown, is a good description of the period written by a nineteenth-century composer. Both compositions are usable, but the Psalm setting is preferable because of its realism and authenticity. Whichever song is studied, the class should be taught the difference. In every case, they should learn whether music is OF the period or ABOUT it.

A chronological outline of American history, with suitable songs is given below. (No space is allowed for the month or the source of the music. Each teacher should include them in her working outline.)

#### I. INDIAN

##### A. Authentic Songs

- Wium (Pueblo lullaby)
- The Sun Worshippers (Zuni)
- Kehare Katzaru (Pawnee Ghost Dance)
- Wanagi-Wacipi Olowan (Dakota Dance)
- Nai No-Otz (Cheyenne Medicine Song)



## A MUSICAL APPROACH TO HISTORY

by

LOUISE B. W. WOEPPEL

Supervisor of Music, Ralston, Nebraska

•

#### B. Records of original music

- Wium (Victor 21972)
- Love With Tears (Victor 21972)
- Omaha Ceremonial (Victor 21972)
- Winnebago Love Song (Victor 21972)

#### C. Records — Adaptations

- By the Waters of Minnetonka — Lieurance (Victor 21972)
- From the Land of the Sky-Blue Water—Cadman (Victor 1115)

#### II. COLONIAL

##### A. Puritan

- 1. Songs
  - Old Hundred (Authentic)
  - In Long Ago Plymouth (Descriptive)
  - Landing of the Pilgrims (Descriptive)

##### B. Southern Colonies

- 1. Songs
  - A Frog He Went A-Courting (Authentic)
  - Blow Away the Morning Dew (English)
  - Drink to Me Only With Thine Eyes (English)
  - The Deaf Woman's Courtship (Auth.)

##### 2. Records

- John Peel — English (V 22766)
- I Had a Little Nut Tree — English (V 20986)

#### III. EARLY NATIONAL

##### A. Revolutionary War

- 1. Songs
  - Yankee Doodle (Authentic)
  - My Days Have Been so Wondrous Free (Authentic)
  - Revolutionary Tea (Authentic)
  - A Toast (Authentic)
  - Hail, Columbia (Authentic)

##### 2. Records

Use patriotic records not definitely assigned to a later period to describe the spirit of these early patriots.

#### B. War of 1812

- 1. Songs
  - Star Spangled Banner (Authentic)
  - Columbia, the Gem of the Ocean (Desc.)
- 2. See (A-2) above.

#### IV. PERIOD OF EXPANSION

##### A. Songs

- 1. Sea Chanteys
  - Blow the Man Down (Authentic)
  - Away for Rio (Authentic)
  - Nancy Lee—Adams (Authentic)
  - Out in the Deep — Lohr (Authentic)
- 2. Levee Songs
  - I've Been Working on the Railroad (Authentic)
  - Good-bye, My Lover, Good-bye (Desc.)

##### 3. Plantation Songs (Negro)

- Swing Low, Sweet Chariot
- Steal Away
- 4. Westward Movement—Authentic

Santa Fe Trail

Chisholm Trail

Dogie Song

##### B. Records

- 1. Sea Songs (Descriptive)
  - Sailing—Marks (V 25452)
  - Sailor Lads (V 24533)
  - Sailor Man (V 25303)
  - Jack Tar's Farewell — Chantey (V 25311)

##### 2. Levee Songs

Not available at present

##### 3. Negro Spirituals (Authentic)

- Golden Slippers (V 20843)
- Ezekiel Saw de Wheel (V 20604)
- 4. Westward Movement (Authentic)

Old Chisholm Trail (V 24546)

Whoopee-Ti-Yi-Yo (V 24546)

Ali Day on the Prairie (Desc.)—

Guion (V 24547)

The Cowboy (V 25300)

#### V. CIVIL WAR

##### A. North

- 1. Songs
  - Battle Hymn of the Republic (Auth.)
  - Rally Round the Flag, Boys (Auth.)
  - Battle Cry of Freedom (Auth.)
  - Tramp, Tramp, Tramp (Auth.)
  - When Johnny Comes Marching Home (Auth.)
  - Just Before the Battle, Mother (Auth.)

##### 2. Records

Hail Columbia and others (Desc.) (V 22013)

##### B. South

##### 1. Songs (Authentic)

Dixie

(Continued on page 43)

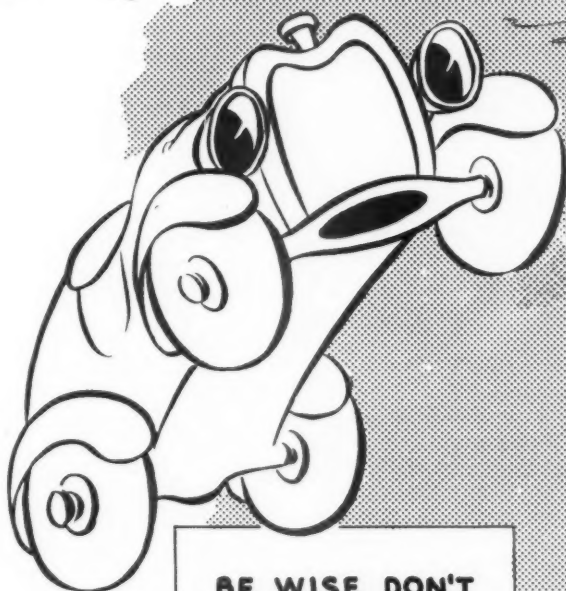


# SAFETY

in  
winter



SKATE ONLY  
WHERE IT IS  
ABSOLUTELY SAFE



BE WISE DON'T  
HOOK SLEDS ON  
ME!



A SNOWBALL CAN BE  
VERY DANGEROUS!



KEEP YOUR  
SIDEWALKS AND  
STEPS CLEAR  
OF SNOW!!



**INTRODUCTION:** The increasing importance of metals in new and unusual combinations which produce strength, durability, and other important characteristics have brought before people in general the romance of industrial chemistry and of metallurgy. Boys and girls in the intermediate grades and beyond read with great interest the strides which have been made in the war of production and in the race for better materials with which to win the war and secure the peace.

With these thoughts in mind, children are in a receptive mood to learn the basic facts about metals and other materials that they may better understand the progress which is being made.

**APPROACH:** A discussion about the importance of electricity in our everyday life and in our war effort will naturally bring up the subject of copper which is used so extensively in this connection. The need for tools to make implements of victory will also lead into a discussion of necessary metals.

If money has been the topic for study previously, the study of metals will be a natural outcome.

During the preliminary discussion periods, pictures showing mining processes and articles made from copper should be displayed prominently on the bulletin board. Current periodicals and daily newspaper supplements furnish articles on the subject which also may be posted for the children's inspection.

**OBJECTIVES:** (1) To learn about a vital material. (2) To learn about mining processes. (3) To learn about the uses of metals. (4) To learn about how the history of man has been changed by his using metals. (5) To understand in a general way the manner in which information gathered in laboratories has been used in industry and commerce. (6) To increase abilities in drawing conclusions from research. (7) To develop a basis for later work in science and economics.

### DEVELOPMENT

#### I. The nature of copper

##### A. Its appearance

1. Has a reddish color when in a pure state.

2. Mixed with other substances, it may look purple, blue, or green.

##### B. What can be done with copper?

1. It is ductile—can be stretched into wires.

2. It is malleable—can be pressed or pounded into thin sheets.

3. It will mix with other metals.

a. These are called *alloys*.

4. Alloys

a. Bronze—copper and tin

b. Brass—copper and zinc

# COPPER

## A UNIT BASED ON A METAL VITAL TO AMERICA'S WAR EFFORT

### For Intermediate and Upper Grades

c. German or nickel silver—copper, zinc, and nickel

d. Monel metal—a “natural alloy” formed with an ore of copper and nickel combined with iron and manganese

#### 5. Uses of alloys

a. They make copper stronger, more durable, lighter in weight, and so on.

#### II. Where copper is found

A. Copper is found in a great many places in the earth.

1. It occurs in two forms.

a. Native copper—almost pure copper

b. Copper ores—copper mixed with other substances

2. Native copper is found in largest quantities in Michigan

3. Places where copper and copper ore are found

a. United States

b. Chile

c. Africa

d. Mexico

e. Japan

f. Peru

g. Spain and Portugal

#### III. Mining copper

##### A. Open cut mines

1. Mostly in Michigan and Utah

2. Metal lies close to the surface of the earth.

3. Dynamite loosens the metal and then shovels scoop the dirt and metal onto trains which carry them to places for smelting and refining.

##### B. Shaft mining

1. Similar to coal mining but not so dangerous since there are no poison gases.

#### IV. Preparing copper for use

A. Crushing—this reduces the ores and dirt to small pieces.

B. Removing waste rock—oil and water are placed in vats which contain copper and rock. The oil adheres to the copper and both float on top. Other materials mix with the water at the

bottom. The copper is skimmed off.

#### C. Roasting

#### D. Smelting

1. First smelting produces blister copper. The slag (waste products still remaining) is removed.

2. The second smelting produces touch-pitch copper.

a. Molten copper is poured into molds called “pigs.”

3. This copper is pure enough now for most purposes.

#### E. Electrolysis

1. This long word means using electricity to produce copper.

2. Pigs of copper are placed in water which contains a special chemical.

3. Sheets of special copper are hung in the mixture, too.

4. Currents of electricity are run through the copper and the solution.

5. The copper from the pigs goes to the sheet of copper. Impurities drop to the bottom of the vat or pan.

6. This copper is very pure, is used for a great many things.

#### V. Uses of copper

A. Electrical motors, light bulbs, etc.

B. Wire for telephone, telegraph, and other purposes

C. Ammunition, and war materials

D. Money—copper in pennies, nickels, and in gold and silver money

E. Machine parts and tools

F. Clocks and household furnishings

G. Ships, automobiles, railway equipment, etc.

#### VI. Copper in the advancement of civilization

A. The discovery of copper brought men from the Stone Age and ushered in the Bronze Age.

B. Copper was first found on the island of Cyprus from which place the name copper has been derived.

C. Copper, bronze, and brass were used exclusively until iron and its value were made known.

D. With the advancement of the use of electricity, copper has again become very useful.

E. Primitive people—such as the Indians—used copper for jewelry.

F. In colonial times copper was used for kettles, bowls, etc.

### ACTIVITIES

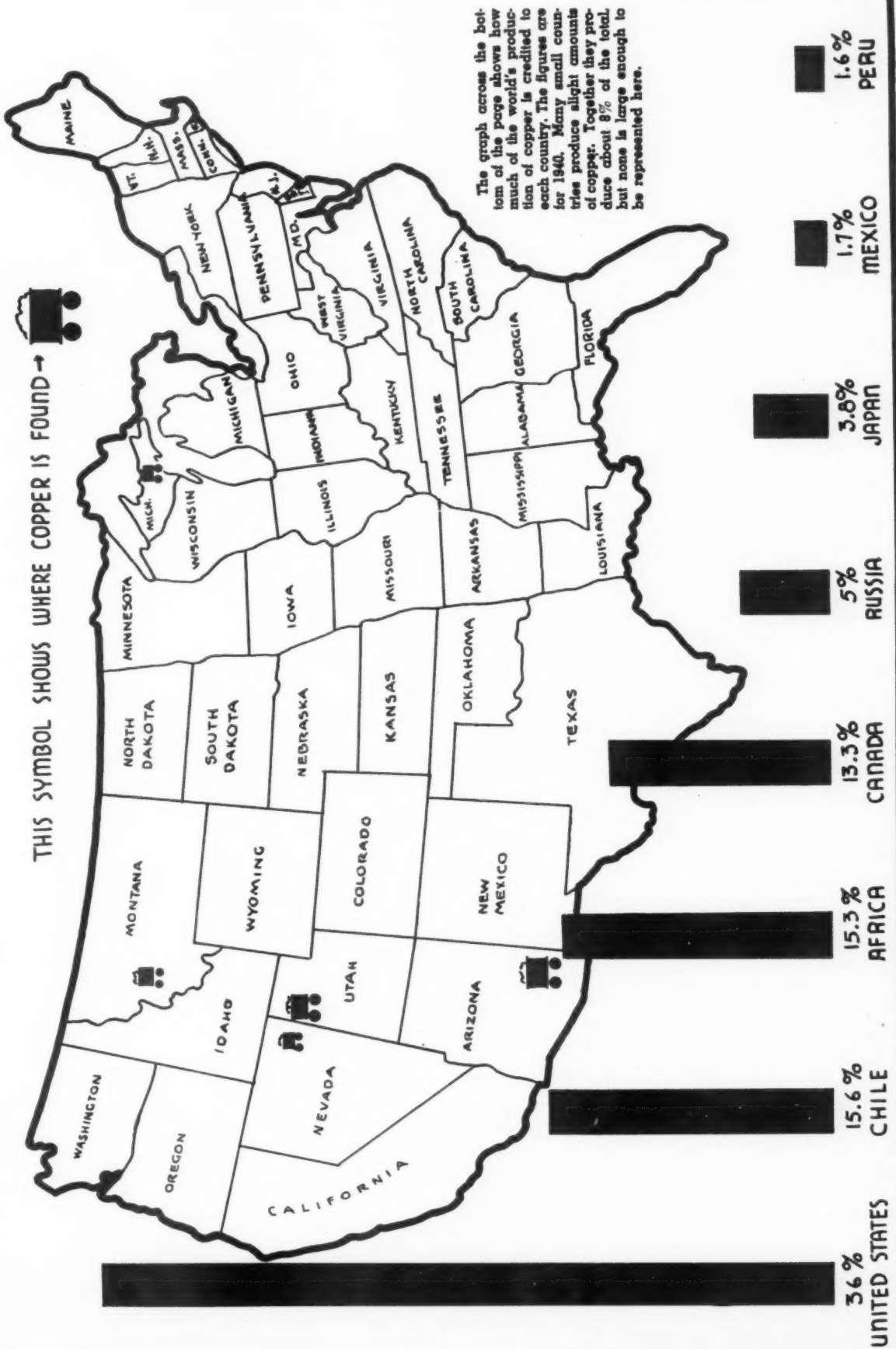
I. Make a large drawing of an open cut mine.

II. Make a chart of the various uses of copper.

III. Collect articles or pictures of articles in which copper is used.

IV. Make a mural showing how you think copper was discovered.

# COPPER for VICTORY





OPEN CUT COPPER MINE



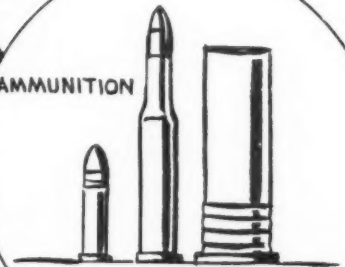
# COPPER

## AND ITS USES

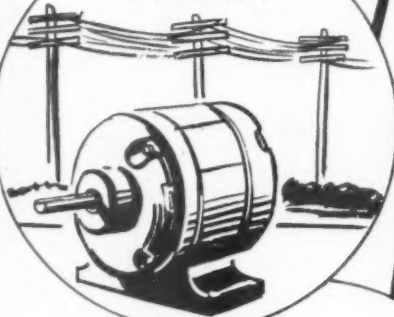
COINAGE



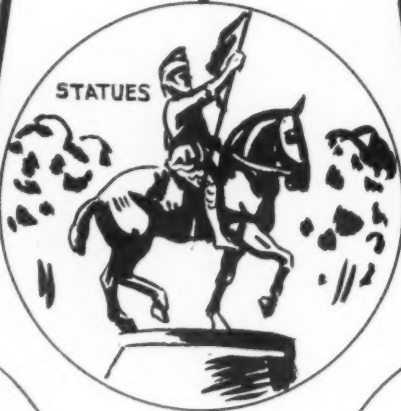
AMMUNITION



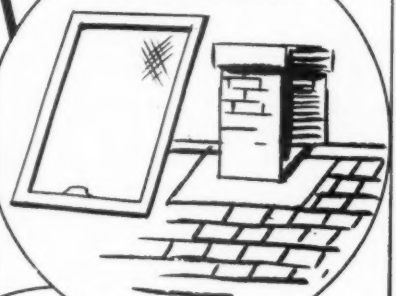
ELECTRICAL EQUIPMENT



STATUES



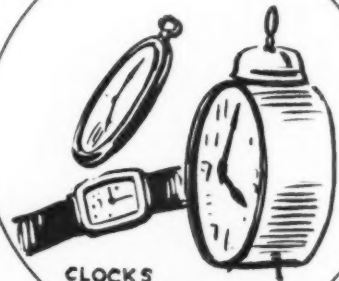
ROOFS AND SCREENS

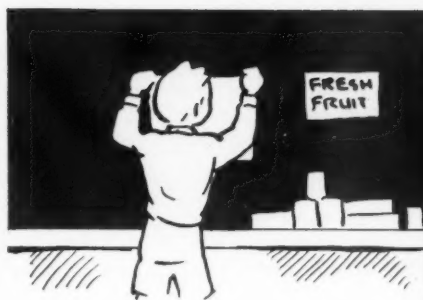


UTENSILS



CLOCKS AND WATCHES





During January we observe Thrift Week. All boys and girls should know the importance of thrift. It is especially necessary during this period of our war effort when fewer things may be purchased than formerly. Every day children see the results of shopping at the grocery store. This experience may be correlated with lessons in thrift to teach the child by *doing* the true meaning of economy and thrift.

Many other lessons may be learned from a store activity. Correlations with geography, arithmetic, and health are important. There is ample opportunity for the child to express himself creatively in art and craft work during a unit of this type.—Ed.

Most of our children had little or no money of their own to handle. None knew how to count change correctly or how to make out a simple bill. There was a real need for an activity which would teach correct shopping etiquette as well as the rapid handling and calculation of money. Our grocery store was an activity which helped the class to become careful, intelligent shoppers.

First, of course, the materials for the store itself had to be gathered. Three or four orange crates placed on end or two orange crates with a long board between them as a shelf, made excellent counters. For shelves to store the groceries we arranged crates by piling them three or four high, conveniently placed for the children. These could be painted if the store is to be more or less permanent, or simply covered with crepe paper if it is to be used for only a few weeks.

The children brought "groceries" from home — empty cookie, cracker, pudding, wax paper, egg, cereal, cheese, soap, match, chocolate, butter and spice boxes. Many cans of soup, baking powder, coffee, fruits, and vegetables were added. These cans had been opened on the bottom with a can opener which left a smooth, rounded edge. Paper bags were saved and used to carry the groceries home. The local grocery stores became interested and contributed weekly price lists and sales books for our

## MAKE A STORE CORNER A SUCCESSFUL ACTIVITY

by

HELEN M. WALTERMIRE

clerks. A file was made for our bills by hammering a nail up through a small block of wood.

Because each child wished to be the storekeeper or clerk, it was necessary to make a schedule which gave each one an opportunity to be, in turn, both owner and clerk.

Before we began our shopping, we had a discussion period during which we talked about the slogans used in merchandising. We learned what the phrase, "The customer is always right," meant. We talked about what the word *service* meant in business.

Shopping etiquette was a subject for discussion. We learned about courtesy in a crowded, busy store; when to say "please" and "thank you"; what "tips" are; what a charge account is; how to make payment by check; how do we know we are making a profit, etc.

(Some of the items listed in the paragraph above may be beyond the abilities of some primary students. Such subjects may be eliminated from discussion without detracting from the general effectiveness of the unit.—Ed.)

Several days were spent in preparing the store corner for use. The children used activity periods to place the orange crates, arrange the articles for sale on the shelves, make play money, make signs and displays for various wares, and so on.

A trip to a grocery store is a good

activity to initiate interest in the project or to compare the procedures in the classroom grocery corner with those used in real stores.

### CORRELATING ACTIVITIES

#### I. Arithmetic

- A. We learned to count money rapidly.
- B. We learned to make change correctly.
- C. We learned how to make out a bill.
- D. We learned how to receipt our bills.
- E. We learned to keep simple records.
- F. We acquired speed in addition, subtraction, and multiplication.
- G. We learned the tables of dry, liquid and weight measures, and U.S. currency.
- H. We became acquainted with simple fractions. This was an excellent preparation for work to be done in the intermediate grades.

II. Language (written)

- A. We made signs for our store.
- B. We wrote ads to tell the customers what our specials were and why they were bargains.
- C. We wrote letters to manufacturers of cereals and other products asking for samples of their products.
- D. We wrote stories about our activities.

III. Language (oral)

- A. We learned how to ask correctly for the things we want.
- B. We learned courteous phrases.
- C. We learned how to describe articles we desired so that the clerk would not be confused.
- D. We gave oral reports after we had visited a real grocery store.
- E. We told how rationing had been felt in our homes.

IV. Spelling and Vocabulary

- A. We learned to spell such words as:

eggs	pint
lard	meat
apples	clerk
pound	store
dime	food
cent	money

B. We learned the meaning of the following words:

customer	change
courtesy	deposit
groceries	profit
services	thrift
receipt	consumer

#### V. Health

A. We learned about a balanced diet. When shopping, we studied what a day's menu should consist of.

B. We studied about calories and vitamins and discussed diet in general.

1. We learned what boys and girls need for good health.

2. We learned what grown-ups need for health.

3. We talked about the necessity of our service men to have good diets.

C. We talked about the necessity of keeping food in a grocery store clean and free from insect pests.

D. We learned what information about the quality and quantity of food the label gives.

1. We learned what "pasteurized" means with respect to milk.

2. We learned that some foods are marked, "keep in a cool place."

F. We learned about the part refrigeration plays in keeping food clean and fresh.

#### VI. Geography

A. We studied a map to find out where we get certain foods.

bananas	cheese
tea	grapefruit
oatmeal	cocoa
salmon	bread
eggs	coffee
salt	pepper
dates	figs
sugar	pineapples

(Again, advanced map study is not to be undertaken in the primary grades—except with particularly apt classes—but a general knowledge of the distance foods must travel is a good introduction to geography and teaches a valuable lesson in social studies.—Ed.)

#### VII. Social Studies

A. What has our own community contributed to our grocery store?

B. How are shredded wheat, pepper, margarine, etc., made?

C. How are flour, sugar and rice refined?

#### VIII. Current Events

A. Why must sugar be rationed?

B. Why must coffee be rationed?

C. Would you rather go without some of the things you are accustomed to so that soldiers and sailors may have them?

D. Why is the transportation of food necessary?

E. Is America doing anything to

feed the people in other countries who have not enough to eat?

#### IX. Art

A. In art class we discussed attractive color combinations, balanced arrangements of windows and counter displays in grocery stores. By using our colored chalk to illustrate our points, we were able to decide what made a store or window display attractive to us and how best to show our own goods.

B. We made posters.

C. We made placards telling the price of certain of our articles.

D. We made play money.

E. We made fruits and vegetables from papier mache. These were painted natural colors and kept as clean as possible. Later they were made into attractive garlands to decorate the room.

F. We made pictures of the lands from which some of our foods come.

G. We made aprons and caps for the clerks in our store.

#### CULMINATING ACTIVITIES

The following activities are suggested for the culmination of a grocery store activity.

I. Have a real sale—candy, for example. The children will handle real money and make a real profit. Another thing which might be sold is popcorn. However, the teacher will know what best to sell since she will not want any more untidiness than necessary.

II. A general discussion at the culmination of the unit should elicit from the children the various things which they have learned. They might even want to plan a little skit showing how conserving what they have and buying wisely will help America's war effort.

They might also discuss how being

thrifty helps one to have money for other things which he may want.

A discussion of Benjamin Franklin, who so encouraged thrift, might bring this activity to a fitting close.

At the beginning of this activity the teacher realized that the children were not quick in reading labels of cans and boxes. Primary children soon learn this skill by playing store and, because the vocabulary is not the same as that found in their readers, they soon have a wider knowledge of words.

This activity was one of the most practical and yet most simple to organize. The child must know and will often make use of in everyday life the things which he learns while playing store. Each child in the group took an active part and each in turn was able to be the leader or storekeeper. A candy shop, a drug store, or a public market might also be used in much the same manner which we used with our grocery store.

#### BIBLIOGRAPHY AND SUGGESTED READING FOR TEACHER AND PUPILS

*The Grocery Store*, Helen Price, Unit Study Book No. 114, American Education Press, Columbus, Ohio.

*Markets*, Odille Ousley, *ibid.*

"Community Life—the Grocery Store," Dorothy Greenleaf in *Childcraft*, Vol. 11, Quarrie Corp., Chicago.

*The Story of Foods*, Forrest Crissey, Rand-McNally, Chicago

*The Storybook of Food*, Maud and Miska Petersham, Winston, Chicago

"Counters," Elizabeth Coatsworth, "General Store," Rachel Field, *Sung Under the Silver Umbrella*

"People Buy a Lot of Things," Annette Wynne, *Days and Days*

#### LITTLE NEW YEAR

Don't be afraid of us, little New Year,

We shall be kind to you—

Whatever you offer of tasks, don't fear

That we shall try to do;

Whatever you ask us of work or play

To share with our help and cheer,

We shall be ready from day to day—

Our pledge to you, little New Year.

—Elsie Melchert Fowler





# SEATWORK



APPLES  
ARE  
4¢ A  
POUND.

COLOR THE APPLES  
RED.

HOW MUCH ARE  
3 POUNDS OF  
APPLES?



BROCCOLI IS  
12¢ A BUNCH

COLOR THE  
BROCCOLI GREEN.

HOW MUCH ARE 2  
BUNCHES OF BROCCOLI?



SOUP IS  
10¢ A CAN  
COLOR THE CANS  
OF SOUP.

HOW MUCH ARE  
3 CANS OF SOUP?



BEETS ARE 15¢  
A BUNCH.  
COLOR THE BEETS  
RED.

HOW MUCH WOULD  
3 BUNCHES OF  
BEETS BE.



LEMONS ARE  
5¢ A PIECE

COLOR THE  
LEMONS YELLOW.

HOW MUCH ARE  
6 LEMONS?



BANANAS  
ARE 8¢ A  
POUND.  
COLOR THE BANANAS  
YELLOW.  
HOW MUCH ARE 5  
POUNDS OF  
BANANAS?



CARROTS  
ARE 6¢  
A BUNCH  
COLOR THE CARROTS  
ORANGE.  
HOW MUCH ARE  
3 BUNCHES OF  
CARROTS?





# HOW TO MAKE LETTERING FOR GROCERY SIGNS

Signs for the Grocery Store corner may be made in two ways. You may use squared paper to make block letters as we have shown below or you may cut letters and words from newspapers and make them into the kind of signs you want.

When you use squared paper, you may make the sign right on that; you don't need to cut out the letters which you have made. Use bright colors in your signs.

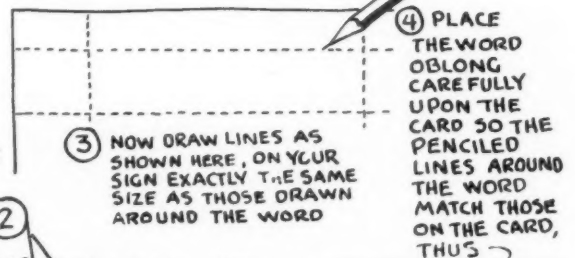
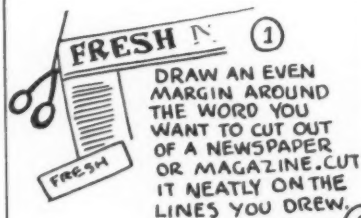
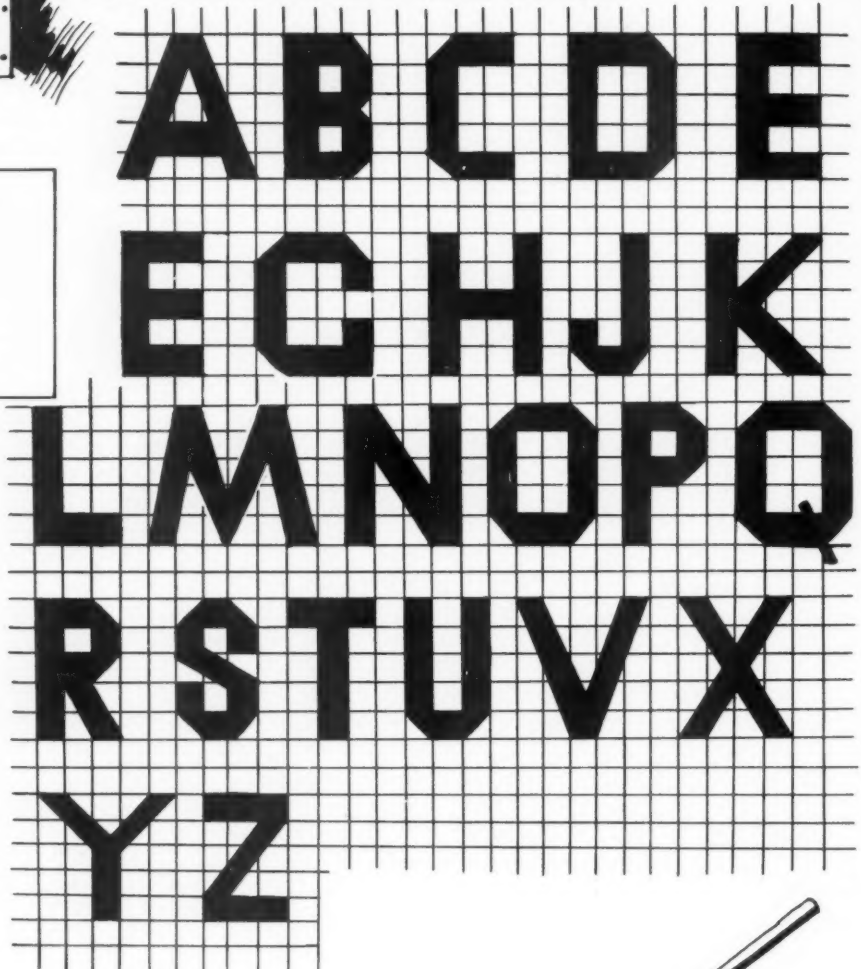
Of course, before you start to make your sign, you must be perfectly sure that you know what you want to say. Plan your sign first. Then make the letters.

When you cut words from newspaper headlines, ads, and other places, cut them in a neat box. Do not cut each letter. Leave a space around the word. Then decide where you want to paste the word and draw a line across the page at that point. Use a ruler. Then draw a light line along the bottom of the word. Match the line under the word with the line on the page. Paste the letter in place.

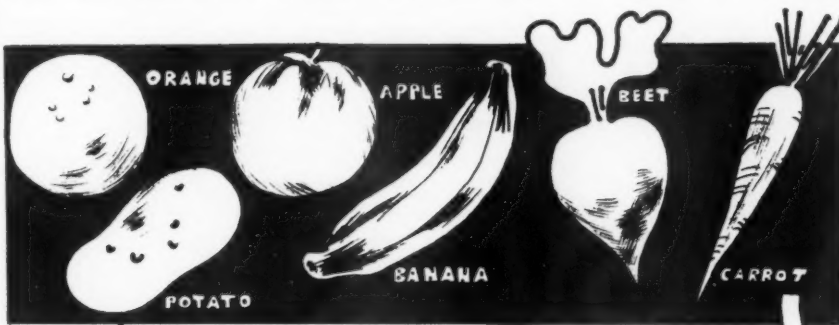
**FRESH  
FISH**

**EGGS  
24¢  
DOZ**

**CELERY  
5¢  
A BUNCH**



# PAPIER MACHE FRUIT AND VEGETABLES

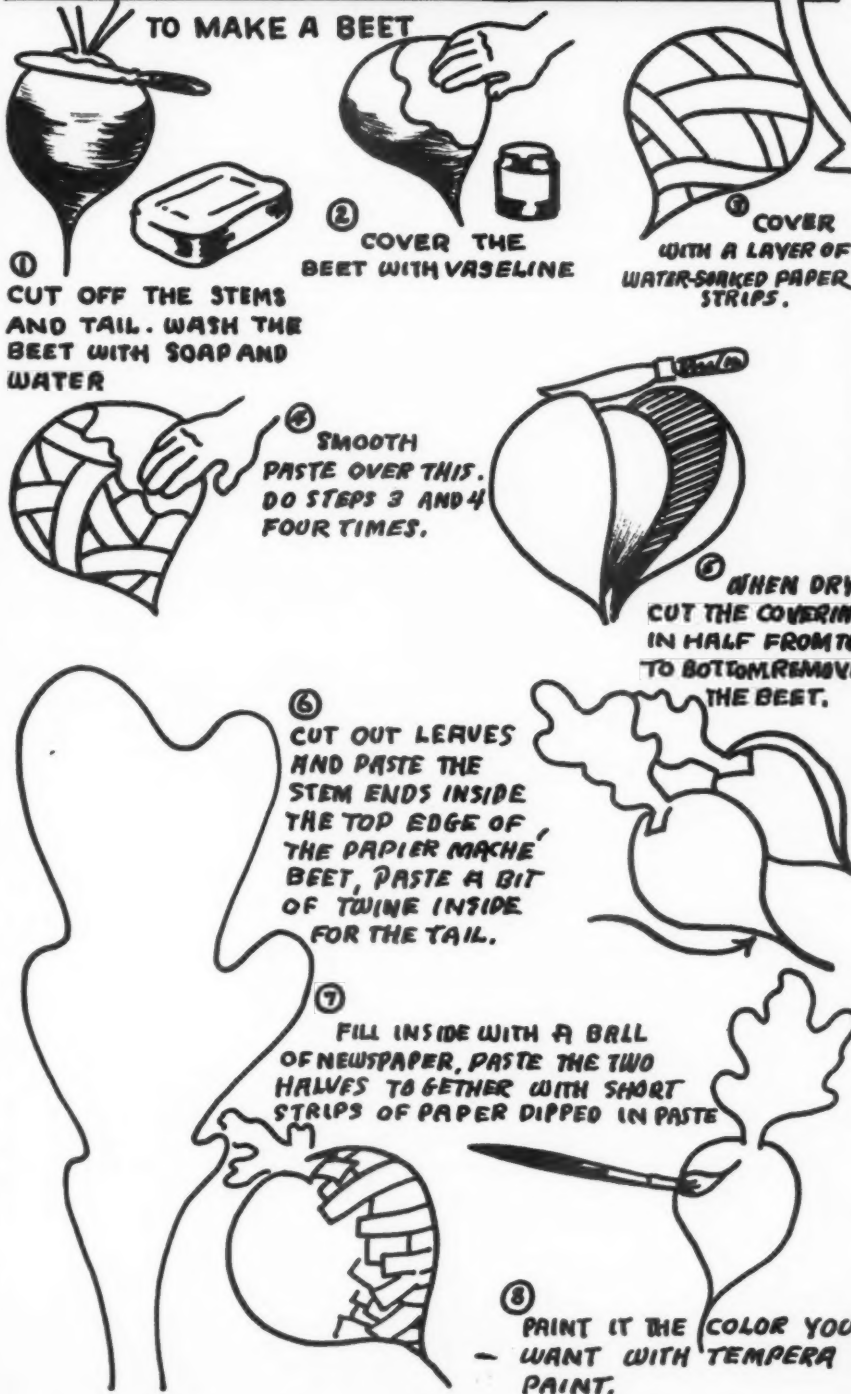


In the Grocery Store you will want fruits and vegetables to sell. Of course, you can have real things; but these are expensive. So, let's make some from newspapers, paste, and paint.

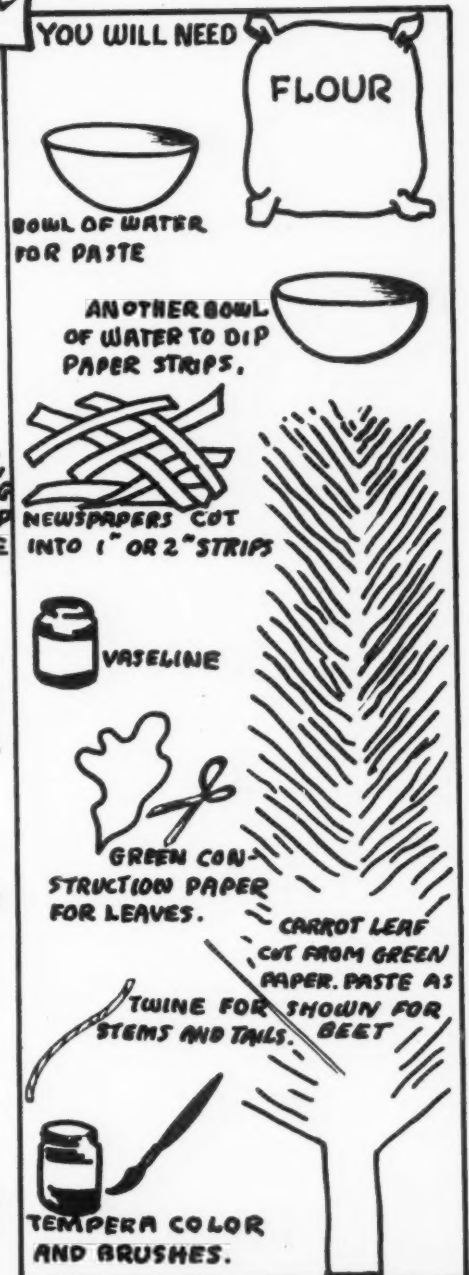
In the pictures on this page we have shown you how to do it. Making other fruits and vegetables is just like making the beet. Be very careful when putting the leaves and the tail in the beet. The carrot leaves are put into the carrot just as the beet leaves are put into the beet.

You may use one real beet or orange or banana to make many if you are careful not to cut too deeply when you take it out of the papier mache.

## TO MAKE A BEET

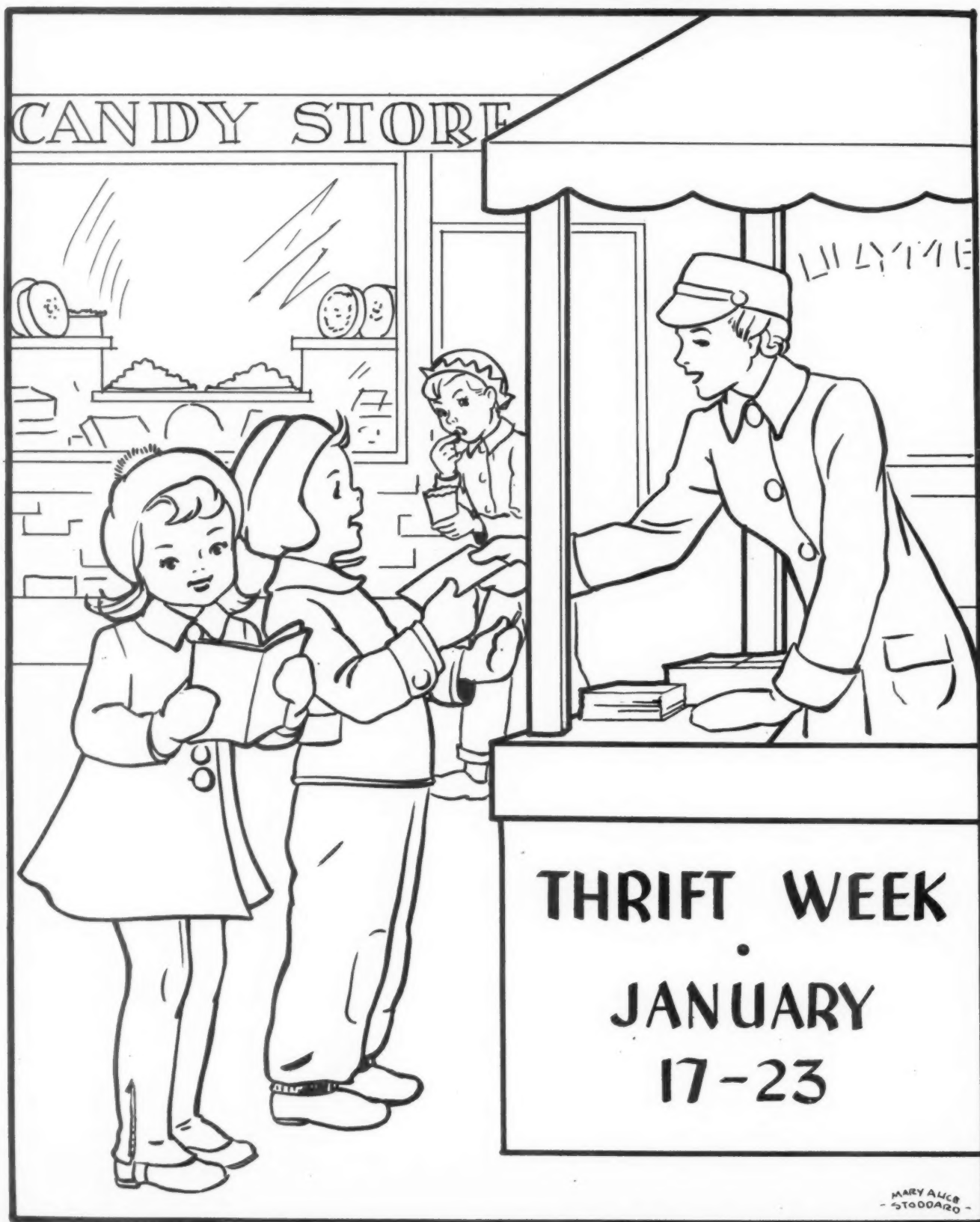


## YOU WILL NEED





# SAVE YOUR PENNIES FOR VICTORY



MARY ALICE  
STODARD

# THE LOST SHEEP

by

MARIE G. MERRILL

Of course you know that Bo-Peep lost her sheep. Every boy and girl knows that. But do you know how she found them? It happened this way.

One summer day Little Boy Blue was lying on the haystack fast asleep. The sky was a lovely blue and the birds were singing in the trees. No one should be sad on such a day. But he was wakened by the sound of someone weeping. He sat up and rubbed his eyes. Whom do you think he saw? It was Little Bo-Peep crying because she had lost her sheep.

Little Boy Blue asked:

"Dear Little Bo-Peep, pray why do you weep?"

Can I do something to help you?"

Said Bo-Peep:

"My sheep are all lost, my sheep are all lost

And I do not know where to find them."

"Don't weep, Bo-Peep. We'll find your sheep,

If we hunt the whole world over.

We'll ask all we meet to help find your sheep,

And soon we'll be bringing them home, dear."

And so the TWO children started on their way to find the lost sheep. They had not gone far when they heard someone playing a gay tune. There came Tom, Tom, the Piper's son.

Said Little Boy Blue:

"Tom, Tom, the Piper's son, come pipe for us today.

Our Little Bo-Peep must find her sheep;

They all have run away."

Tom answered:

"Don't weep Bo-Peep, we'll find your sheep.

I'll pipe my merry lay."

Tom played his merry lay (which is a song, you see) and off they went, the THREE of them to find the lost sheep. As they came near a big tree they saw Miss Muffet eating her curds and whey.

Little Boy Blue called:

"Dear Little Miss Muffet, come leave your tuffet

And join with us today.

Our Little Bo-Peep has lost her sheep.

They all have run away."

Said Little Miss Muffet:

"Oh Little Bo-Peep, please do not weep,

I'll help you all the day.

But please do not let a spider come near

Or else I will run away."

Tom piped his merry lay and off they

went, the FOUR of them, to find the lost sheep. As they came near a hill, Miss Muffet said:

"Up that hill go Jack and Jill

To get a pail of water.

Let's go round the hill to where

We can be sure to meet them."

Round the hill they went and heard a bump, bump, bump. Down the hill came Jack with Jill tumbling after.

"Why Jill, we saw you on the hill

When we were very near.

Tom piped his lay but you ran away And now you come rolling down here."

Rubbing her head, Jill replied:

"Jack and I went up the hill

To get a pail of water.

Jack fell down and hit his crown

And I came tumbling after."

They all laughed and helped Jack and Jill to brush their clothes. Then Little Boy Blue said:

"Come, Jack and Jill, forget the hill.

We need your help today.

Our Little Bo-Peep must find her sheep.

They all have run away."

Tom piped his merry lay and off they went, the SIX of them, to find the lost sheep. As they passed Mrs. Horner's house, there sat Jack Horner in a corner eating a pie. Boy Blue called to him:

"Oh, Little Jack Horner, don't sit in a corner

And eat your pie all day.

Little Bo-Peep must find her sheep.

They all have run away."

Jack Horner put down his pie and answered:

"I'll help Bo-Peep to find her sheep

So please, Bo-Peep, don't cry.

I'll find them, dear, and bring them here,

For see, what a big boy am I."

Tom piped his merry lay and off they went, the SEVEN of them, to find the lost sheep. Soon they came to a lovely garden. Can you guess who made this garden? Yes, it was Mistress Mary, who was there watering her flowers. Jack Horner called to her:

"Oh, Mistress Mary, quite contrary,

Leave your flowers today.

Our Little Bo-Peep must find her sheep,

They all have run away."

Mistress Mary put down her sprinkling can and said:

"I'll help Bo-Peep to find her sheep

And follow where you go.

When the sheep are found,

I'll be homeward bound

To my garden all in a row."

Tom piped his merry lay and off they went, the EIGHT of them, to find the lost sheep. As they came to a turn in the road they heard a dog barking in a friendly way, and there were Mother Hubbard and her dog. Mistress Mary said to her:

"Dear Mother Hubbard, come bring your dog

And help us all today.

Our Little Bo-Peep has lost her sheep, They all have run away."

Said Mother Hubbard:

"I'll help Bo-Peep to find her sheep

And my dog will chase them home.

But if I do not go to buy a bone,

Then my poor dog will have none."

Tom piped his merry lay and off they went, the TEN of them (of course the dog was one of them), to find the lost sheep.

When they came to a castle in the woods they saw the Queen of Hearts at a window. Mother Hubbard called to her:

"Oh, Queen of Hearts, please come with us.

We need your help today.

Our Little Bo-Peep has lost her sheep;

They all have run away."

As she joined them, the Queen said:

"Dear Little Bo-Peep, you must not weep.

We'll find your sheep today.

Then I must go home and watch my tarts

Or the Knave will steal them away."

Tom piped his merry lay and off they went, the ELEVEN of them, to find the lost sheep.

Just then they heard Mother Hubbard's dog barking with excitement. Mother Hubbard ran to the edge of the woods and what do you think she saw? Her dog with the lost sheep! She said:

"Little Bo-Peep, no need to weep.

We hunt no more today.

My dog found your sheep and they're coming this way,

Wagging their tails behind them."

Tom piped his merry lay and down the road they all went singing:

"Heigh-ho and heigh-hey,

Heigh-ho the gay day.

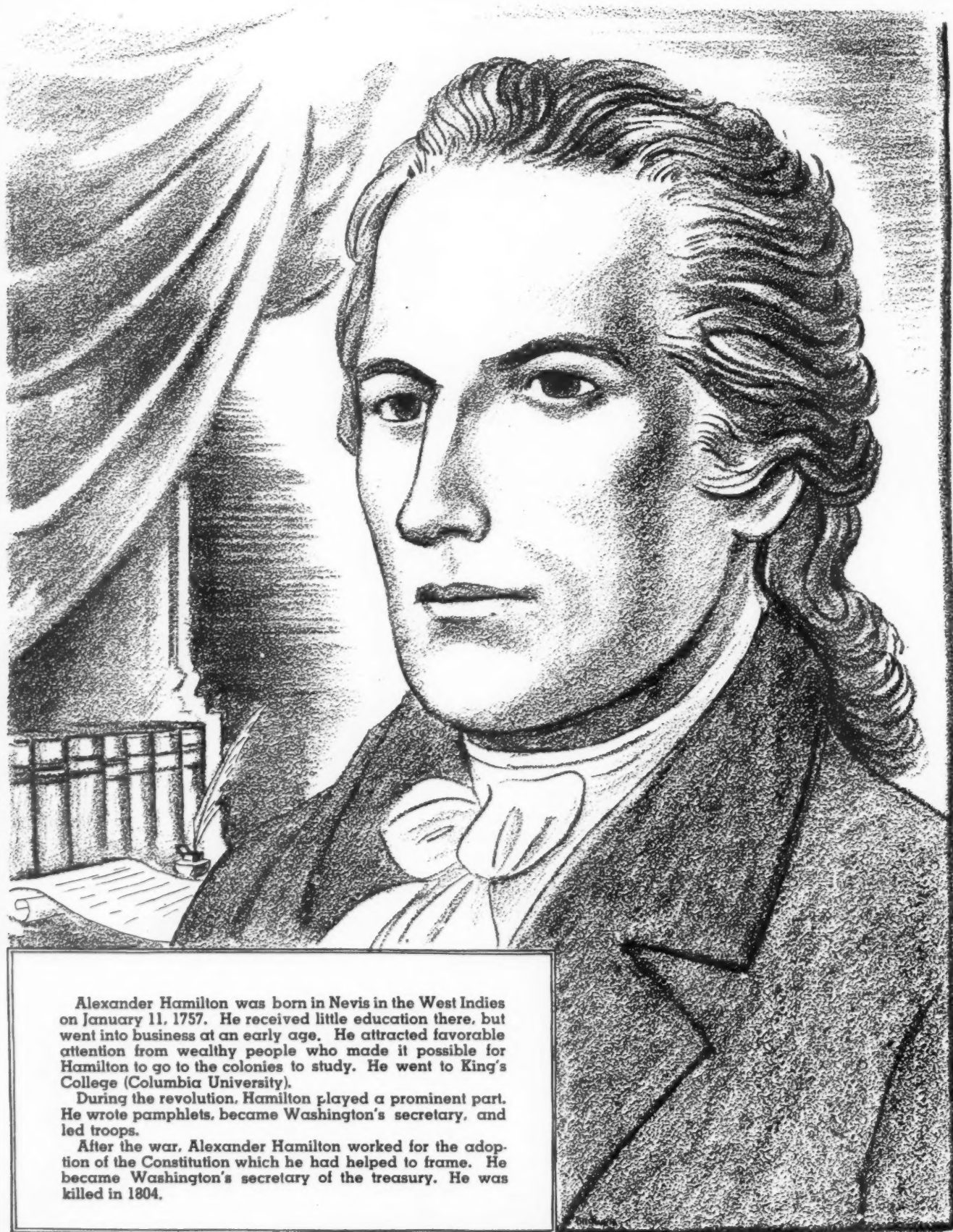
We'll follow the sheep on their homeward way.

No need for sorrow,

Joy for tomorrow.

Heigh-ho and heigh-ho and heigh-ho hey."

# ALEXANDER HAMILTON



Alexander Hamilton was born in Nevis in the West Indies on January 11, 1757. He received little education there, but went into business at an early age. He attracted favorable attention from wealthy people who made it possible for Hamilton to go to the colonies to study. He went to King's College (Columbia University).

During the revolution, Hamilton played a prominent part. He wrote pamphlets, became Washington's secretary, and led troops.

After the war, Alexander Hamilton worked for the adoption of the Constitution which he had helped to frame. He became Washington's secretary of the treasury. He was killed in 1804.



# LIFE OF ALEXANDER HAMILTON

Alexander Hamilton's mind developed much sooner than most of his fellows. He went to work at the age of 12 and shortly after that was left in charge of a business. Because he discharged his duties so well, his friends decided that he must go to the colonies on the mainland to study.

He was a very able lawyer, and writer.



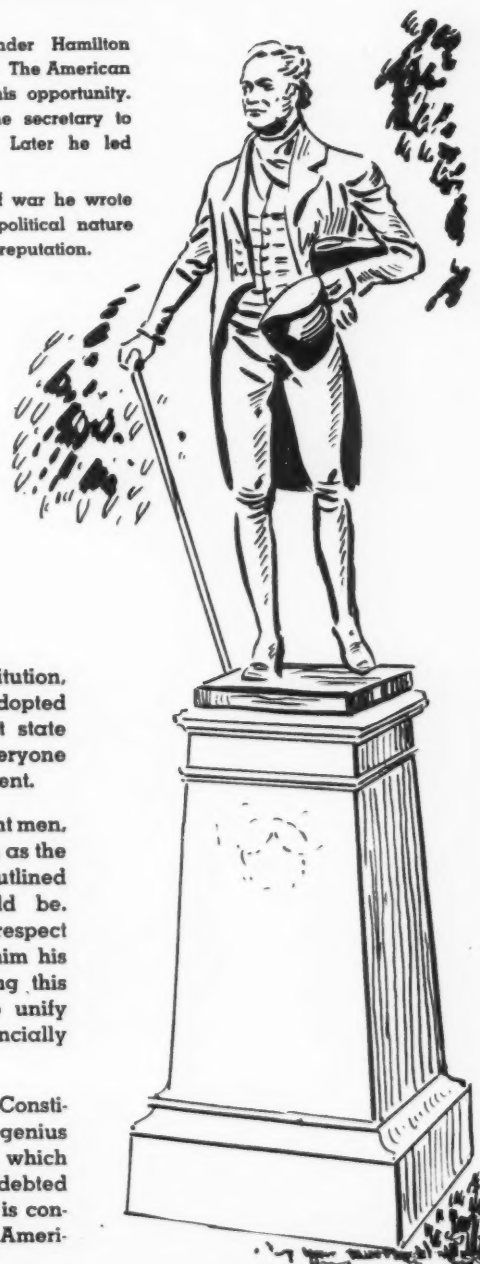
It was in the house at the left that Alexander Hamilton was born. His early life was spent in the West Indies where he learned to speak French. In those days not many American colonists had this skill. It proved most useful to Hamilton.

The birthplace of Hamilton is in St. Croix, Nevis Island in the West Indies.



All his life Alexander Hamilton wanted to be a soldier. The American revolution gave him his opportunity. He was for a time the secretary to George Washington. Later he led soldiers on the field.

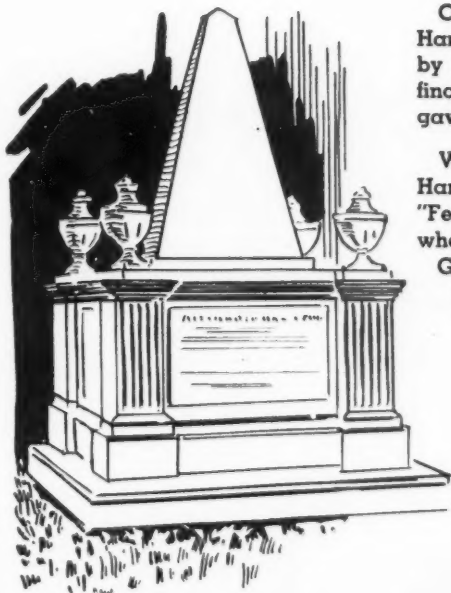
During the period of war he wrote several papers of a political nature which established his reputation.



One of the framers of the Constitution, Hamilton worked very hard to have it adopted by his state of New York. When that state finally did ratify the Constitution, everyone gave Hamilton credit for the achievement.

With John Jay and several other eminent men, Hamilton wrote a series of papers known as the "Federalist Papers" in which were outlined what the government policies should be. George Washington had a profound respect for Hamilton's abilities and made him his Secretary of the Treasury. During this time Hamilton worked hard to unify the country and to make it financially stable.

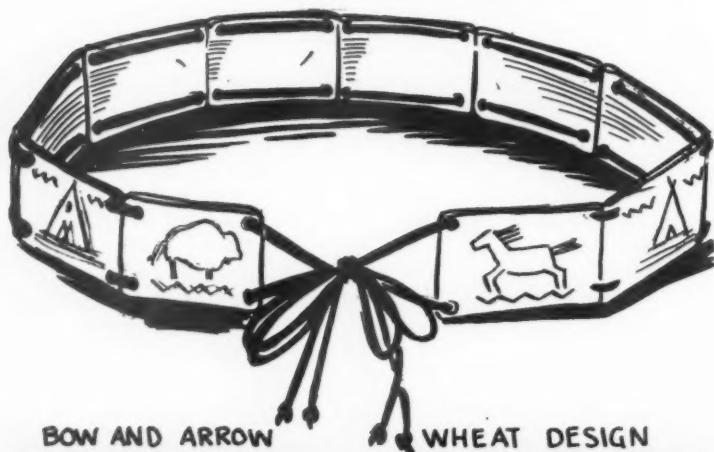
His work in framing the Constitution and his financial genius are the two things for which the country is most indebted to him. By some he is considered the greatest American who ever lived.



# WOODWORKING PROJECT

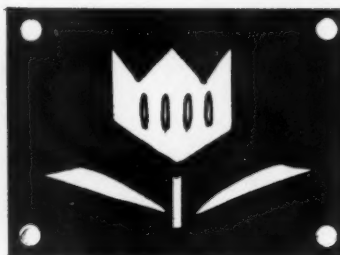
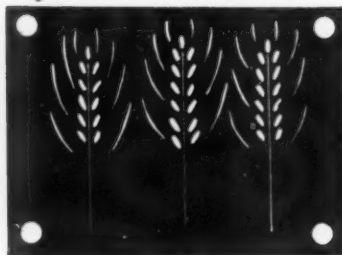
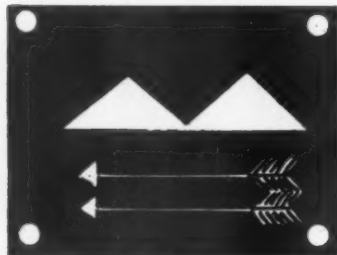
## JANUARY WOODWORKING PROJECT

Wooden belts are easy to make and look fine on dresses or slacks. To make them, first find out how long the belt will have to be. To do this, take a tape measure and place it around the waist until the beginning of the tape touches just one point of the measure. Get two pieces of stout, thin cord or leather which are at least ten inches longer than the waist measurement. These will be used to string the belt. Make the wooden pieces as shown on this page. Make designs with paint or a wood-burning needle. Varnish them and string them as directed.



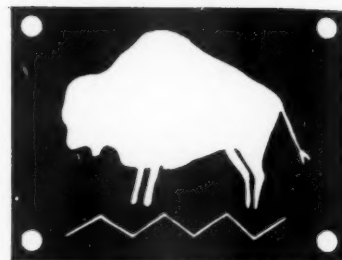
BOW AND ARROW

WHEAT DESIGN

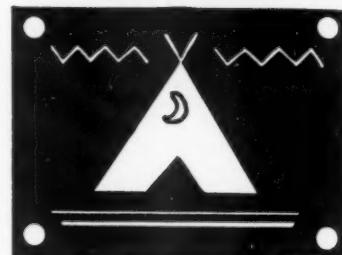


FLOWER DESIGN

BUFFALO



TEPEE



RUNNING HORSE



① CUT PIECES  $1\frac{1}{2}$ " X 2" FROM CIGAR BOX WOOD WITH A COPING SAW. CUT AS MANY PIECES AS NECESSARY FOR THE LENGTH OF YOUR BELT.

② SMOOTH THE EDGES AND CORNERS WITH SANDPAPER.

③ DRILL HOLES IN THE 4 CORNERS OF EACH PIECE.

④ DRAW SOME DESIGNS TO TRACE ON THE PIECES OF WOOD.

⑤ EITHER PAINT THE DESIGN WITH TEMPERA COLOR — OR BURN THE DESIGN IN WITH A WOOD-BURNING SET.

⑥ USE A HEAVY CORD OR LEATHER THONG TO JOIN THE PIECES TOGETHER. LEAVE A LENGTH OF ABOUT 15" AT EACH END FOR TYING THE BELT.

⑦ TIE A KNOT ON THE UNDER SIDE OF THE TWO HOLES AT EACH END OF THE BELT.

by

HAROLD R. RICE

Instructor, Teachers College, University of Cincinnati.  
 Art Supervisor and Critic Teacher, Wyoming Public Schools, Wyoming, Ohio

**E-Z WEAVE BELTS**

**INTRODUCTION:** Children are often discouraged with their handiwork and frequently lose interest in such work. Time is quite often a discouraging factor and should be considered in selecting projects of craft nature for young and inexperienced children. Units that require many hours of work should not be encouraged in a young child's early experiences.

On the other hand, the craft must be a practical one to hold the child's interest. "Busy work" that has no interest value soon crushes the child's desire to work with his hands. This factor must also be considered in making craft selections.

E-Z Weave Belts are recommended to teachers facing such a problem. It takes but a few hours to weave such a belt and the finished product is one that any child or adult will be proud to wear.

**MATERIALS NEEDED:** (1) pieces of macaroni, (2) colored yarn, carpet warp, string, etc., (3) belt buckle, (4) needle and thread.

**PLANNING:** Briefly, the warp threads are strung **THROUGH** short lengths of macaroni. The weft threads are wound **AROUND** the macaroni and later slipped off onto the warp threads. The process is "over and under" and requires no needle or special tools of any kind.

**PREPARATION:** Select several pieces of macaroni with a uniform thin wall. Cut or break into 3" lengths. Any number, odd or even, can be used. The number used is determined by the desired width of the belt. See Fig. (1).

Measure the child's waist with a piece of string. Place this length of string on a yardstick to transfer it into inches.

The warp threads are prepared next, one thread to each piece of macaroni. In some instances, the warp thread must be doubled or tripled to give added thickness. To assure a tightly woven belt, the warp thread should be as heavy as possible, filling the inside of the macaroni completely. The length of the warp is one and one-half times the measurement taken around the child's waist.

To thread the warp through the maca-

roni, a length of thread is tied or sewed to the end of the warp thread. A needle is attached to the thread and dropped through the macaroni, Fig. (2-A). The thread is gently pulled through the macaroni, pulling the warp thread through it. Once in place, the thread is removed and a large knot tied in the end of the warp thread, Fig. (2-B). The knot prevents the warp thread from pulling out of the macaroni during the weaving process.

Each piece of macaroni is strung in the manner described above.

**WEAVING:** After all of the macaroni is prepared, the strips are placed side by side and held in the left hand between the thumb and first fingers. The thumb crosses the strips at A-A, Fig. (3). About 2" of the macaroni extends beyond the fingers. The pieces of macaroni are separated slightly so as to leave about  $\frac{1}{4}$ " between them.

To weave, merely wind the yarn, cord, or other material over the first macaroni, under the second, over the third, etc., as illustrated in Fig. (4). When the bottom or last macaroni is reached, it is wound over or under (depending upon the number of pieces used), and the weaving starts back up again, from bottom to top. This time, however, the weft or weaver thread goes over or under the macaroni in a manner **OPPOSITE** to the first weave; i.e., if the first row of weaving goes **over** the next to last macaroni (at the bottom), it will go **under** the last macaroni, then comes up around so as to go **under** the next to last macaroni. Previously the weaver went **over** this particular macaroni. See Fig. (4).

It will be further noted that each new row of weaving goes to the **RIGHT** of the last one, coming closer and closer to the ends of the macaroni, Fig. (4).

As the yarn is woven over and under the macaroni, it is pulled tight to make the loops as small as possible. When this woven material is slipped from the macaroni onto the warp threads later, the thickness (wall) of the macaroni will cause the loops to become loose. It is, therefore, most important that they be woven as tightly as possible while around the macaroni. Caution! Care

must be taken not to pull too sharply as this will snap the macaroni in two.

As the weaving continues, slip it down the macaroni, eventually pushing it off onto the threads running through and to the left of the macaroni. See Fig. (5), noting arrows.

**FINISHING:** Measure the woven material frequently by placing it around the waist of the pupil for whom the belt is intended. When sufficient material has been woven *nearly* to encircle the waist, the weaving should be stopped. The balance of the unwoven yarn is cut from the last loop. This end can be tied to the last loop or woven back, over and under, between several rows of previously woven loops. The first or starting end is treated in the same manner. The knots are clipped from the ends of the warp threads and the macaroni pieces removed. The warp threads are now tied together in a double knot, Fig. (6). This knot should be close to the last weaving row to prevent the loops from spreading out along the warp threads.

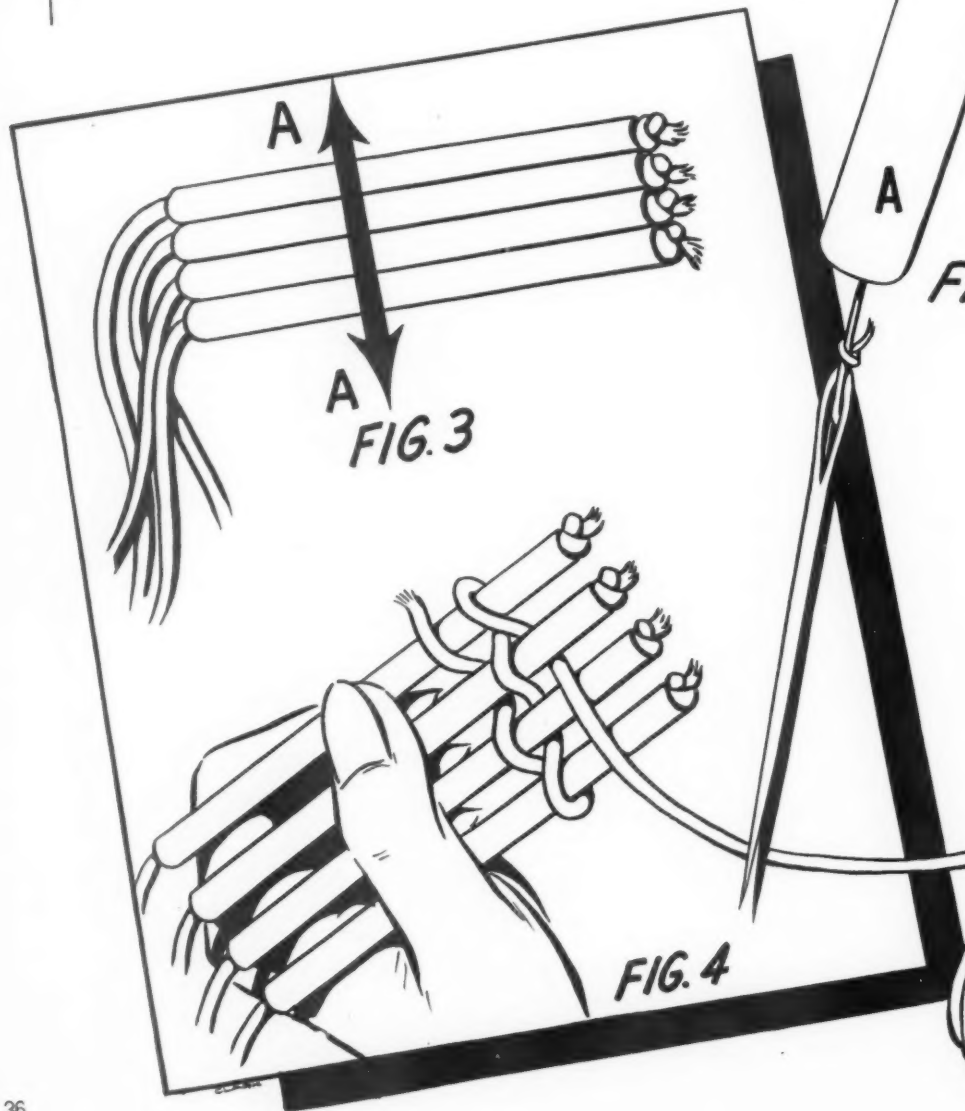
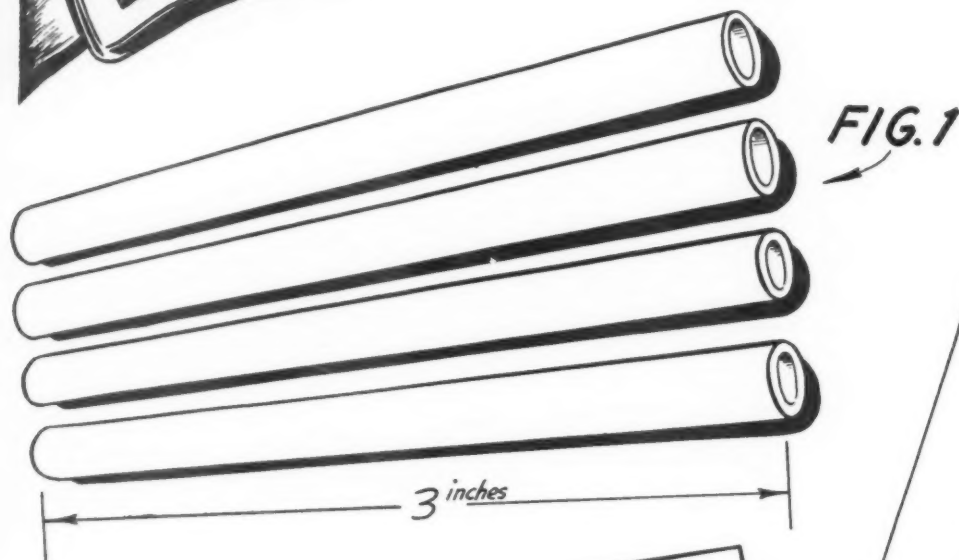
**VARIATIONS:** Variation in color and pattern can be obtained once the basic process is understood by the pupil. If variegated yarn is used, the pattern will vary automatically. If it changes from one color to another, for instance, the pattern will be in stripes of various colors. The child has no control over this, but the accidental pattern is very beautiful. There is also a yarn that slowly changes from dark to light shades of one color. This gives an effective shaded pattern.

The older child will appreciate the possibility of changing color whenever he desires, thereby having complete control over the pattern of stripes. See Fig. (7). To change color, cut off the last color when desired, leaving an inch or two of unwoven material. Thread this onto a needle and weave this, over and under, back between the previously woven material, Fig. (8). Start the new material next to this, again leaving a length of unwoven yarn. After weaving several rows, holding this new end in place, weave it back with a needle as explained for the old or former end. See Fig. (8) for illustrated details.

(Continued on page 37)



# E-Z WEAVE BELTS



Boy  
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usable  
must l  
at th  
thread  
tance  
Fig. C  
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throug  
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weavi  
macar  
thread  
Due t  
belt, e  
to giv  
of the  
To  
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suffici  
at the  
tend f  
Fig. C

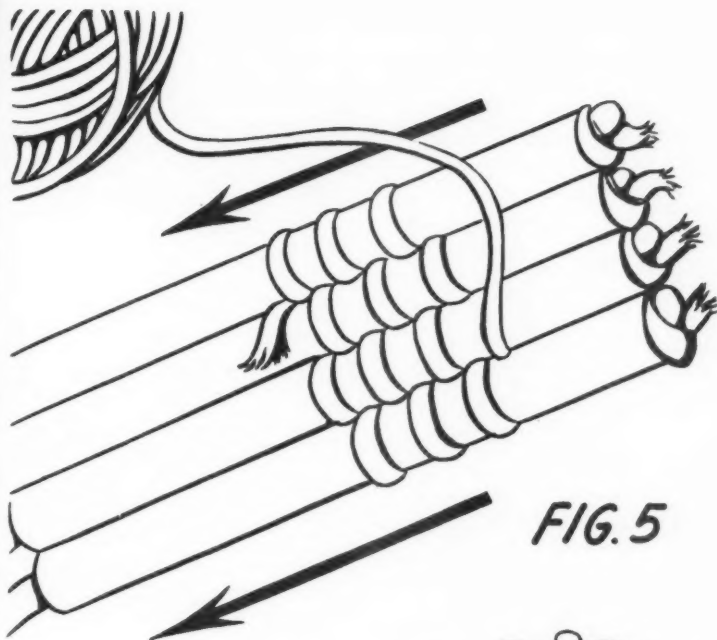


FIG. 5

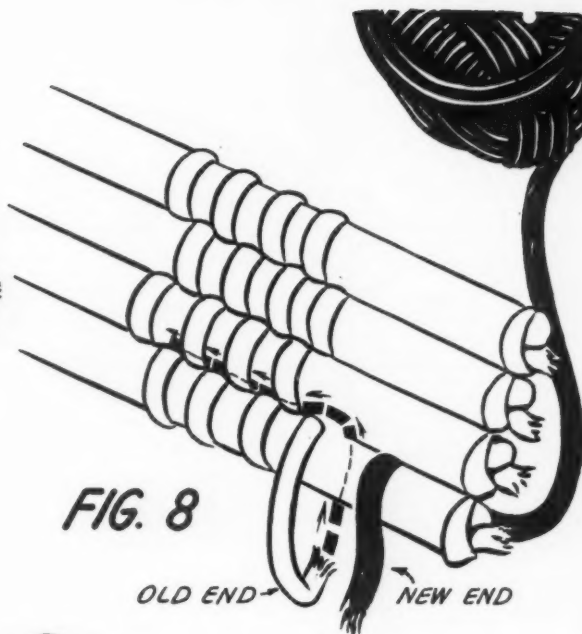


FIG. 8

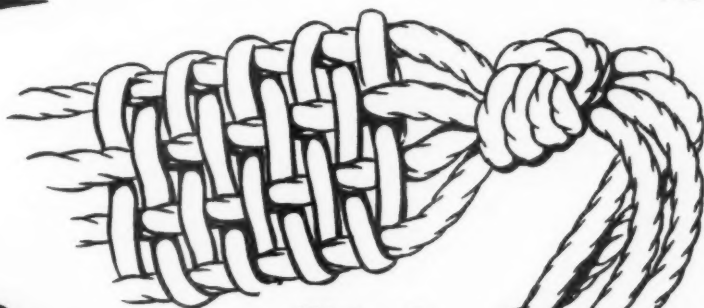


FIG. 6

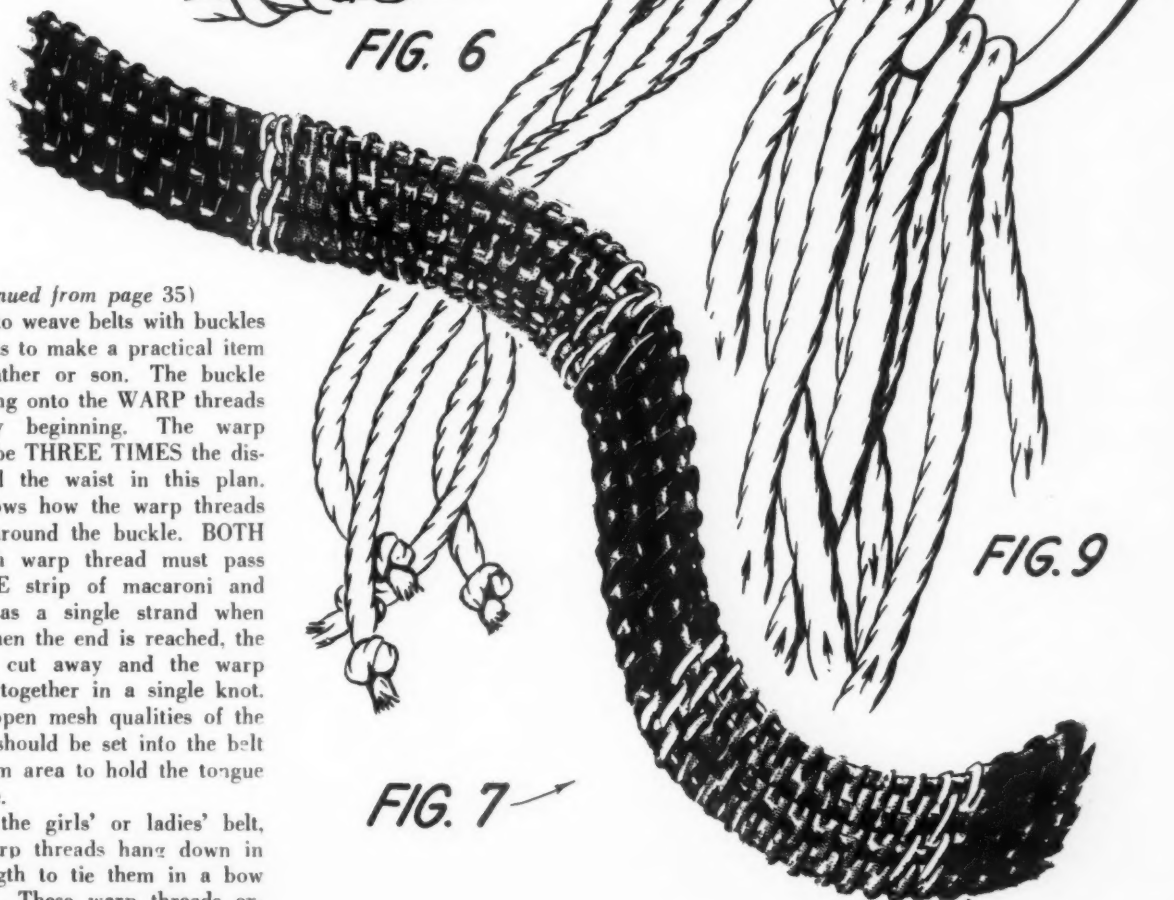


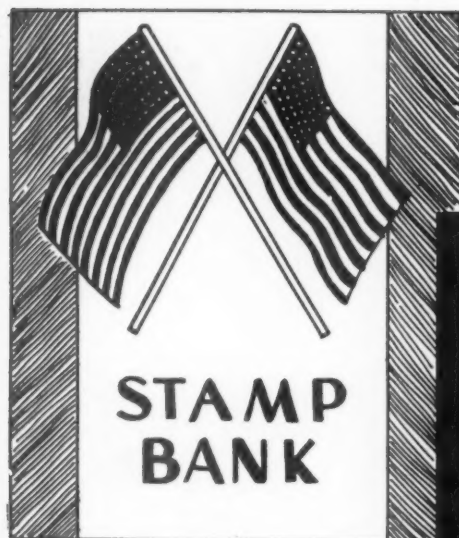
FIG. 9

FIG. 7

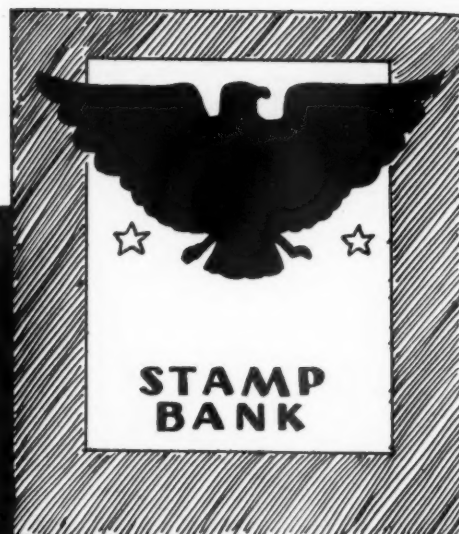
(continued from page 35)

Boys like to weave belts with buckles attached so as to make a practical item usable by father or son. The buckle must be strung onto the WARP threads at the very beginning. The warp threads will be **THREE TIMES** the distance around the waist in this plan. Fig. (9) shows how the warp threads are looped around the buckle. **BOTH** ends of each warp thread must pass through **ONE** strip of macaroni and are treated as a single strand when weaving. When the end is reached, the macaroni is cut away and the warp threads tied together in a single knot. Due to the open mesh qualities of the belt, eyelets should be set into the belt to give a firm area to hold the tongue of the buckle.

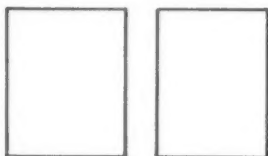
To finish the girls' or ladies' belt, leave the warp threads hang down in sufficient length to tie them in a bow at the waist. These warp threads extend from **BOTH** ends of the belt. See Fig. (6).



THESE ARE  
IDEAS FOR  
THE DESIGN  
ON THE FRONT  
OF YOUR  
BANK.



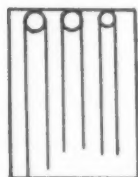
① CUT 2 PIECES OF LIGHT-WEIGHT CARDBOARD  $5\frac{1}{2}$ " DEEP AND  $4\frac{1}{2}$ " WIDE.



② CUT 1 PIECE OF HEAVIER CARDBOARD  $5\frac{1}{4}$ " DEEP AND 4" WIDE.

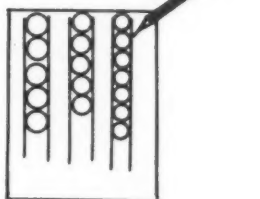


③ NOW TAKE A NICKEL AND A PENNY AND A DIME—LAY THEM IN A ROW ALONG THE TOP EDGE OF THE HEAVY PIECE OF CARDBOARD,



AND MARK THE WIDTH OF EACH COIN WITH A PENCIL, AND RULE LINES STRAIGHT DOWN FROM THESE MARKS.

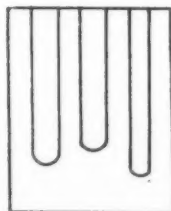
④ THEN, STARTING WITH EACH COIN AT THE TOP OF THE CARDBOARD, MEASURE THE WIDTH UP AND DOWN. 5 NICKELS DOWN, 5 PENNIES DOWN, 7 DIMES DOWN.



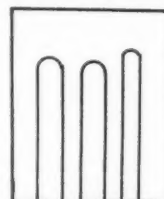
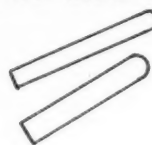
⑤ WHEN YOU MEASURE THE LAST ONE IN EACH ROW, DRAW A CURVED LINE AROUND THE BOTTOM OF THE COIN.



YOU WILL HAVE THIS —



⑥ THE NEXT STEP IS TO CUT OUT THE GROOVES YOU HAVE DRAWN.



⑦ NOW PASTE THIS GROOVED CARDBOARD ON ONE OF THE PIECES OF LIGHTWEIGHT CARDBOARD SO THERE IS  $\frac{1}{4}$ " BORDER AT THE BOTTOM AND TWO SIDES



⑧ WHERE THE CENTER OF EACH COIN COMES, PUNCH A HOLE THROUGH THE LIGHTWEIGHT CARDBOARD.

⑨ NOW DRAW YOUR DESIGN FOR THE COVER ON THE OTHER PIECE OF LIGHTWEIGHT CARDBOARD.

⑩ PASTE THIS OVER THE GROOVED CARDBOARD SO THAT THE EDGES MATCH THE CARDBOARD ON THE BACK.



## WAR STAMP BANK

All boys and girls want to save money to buy war stamps and bonds. If they use this little War Stamp Bank, they can keep on buying stamps without waiting to save a lot of money.

Make the bank according to the directions given on this page. The holes on the back of the bank will let you see how much money you have saved. By looking to see if you have 10c or 25c in the bank you may know if you have enough to buy a war stamp. The money will come out easily when you tip the bank forward. Color the front with red, white, and blue crayons.



# THE LISTENING HOUR

Music is more necessary now than ever before, psychologists tell us. It soothes nerves, makes us forget our worries, and causes us to relax from our busy working hours. If music is essential to adult well-being, it is even more so to children's healthy development during these times. We are aware that childhood should be a time free from care when both body and mind may have a chance to grow to their greatest strength unhampered by disappointments and worries. But now such a development for a great many children is impossible. Fathers and mothers are working harder than ever before; some fathers are in the service and mothers' days are filled with worry which may unconsciously be communicated to their children. So it becomes the duty of teachers to supply, to some extent, the carefree atmosphere which is lacking in many homes. How can this best be done?

First of all, it is *not* to be attempted by *false* gaiety. Children are most discerning individuals; they sense the insincerity of such procedures. But if the general atmosphere of the school-room is one of peace and tranquility it will do much to quiet children's anxieties and will provide a few hours in the day during which they will naturally relax their worries. This is especially necessary in the case of adolescents.

Music periods can establish a norm of procedure for the entire curriculum. Since most of us have agreed that it is appreciation of music which is most necessary, songs learned and information acquired during these times may just as easily as not be directed to more cheerful channels. Beethoven's symphonies, for example, may be too heavy for the boys and girls; Mozart's can, in that case, be played to give a cheerful contrast in mood.

The operettas of Gilbert and Sullivan may not be included in regular appreciation courses, but who can resist their infectious rhythm and captivating lyrics? It is better to have the class chuckle over "The Pirates of Penzance" and "H.M.S. Pinafore" than to drag through "Tristan und Isolde," great though that music undoubtedly is.

A teacher may observe that if her class has a feeling for knowing people who have surmounted great obstacles in



achieving their place among our immortals, she may point out the various composers whose lives were a continual struggle. But if such tactics disturb her class, they may be omitted.

It is well to remember that music is something each one must love and appreciate. It must never be a chore or a disagreeable task. These notes apply specifically to the upper grades and to junior high school.

In the lower grades, the songs sung should be "fun to do." They should be light, rhythmic, and harmonious. When the children are learning part singing, let the fact that they are singing different notes be turned into a game for the enjoyment of all.

Music is the one subject which may be changed without worrying about whether or not the children are being deprived of basic knowledge. The very fact that the children are hearing and singing music is evident that they are deriving a great deal of benefit from the course—*provided*, of course, that the children hear and listen with pleasure and not from a sense of duty. Proper selection of materials is necessary here.

During the month of January we celebrate the birthdays of four celebrated composers and musicians. Alexander Scriabin, January 6; Frederick Delius, January 29; Walter Damrosch, January 30, and Franz Schubert, January 31.

Of these, Franz Schubert, is perhaps the best known. He was born in 1797 near Vienna. His family was poor but respected. Schubert began his musical education early but it was not a well-ordered one. However, at an early age he was sent to school at Vienna where he met friends who were to help and encourage him throughout his brief but productive life.

Indeed, it is Schubert's prolific writing which is the most noted thing about him. When he died at the age of 31 he left as the heritage of all music lovers 600 songs, 8 symphonies (including

the "Unfinished"), many operas, Masses, quartets, piano pieces, and minor works. For spontaneity of composition he is unsurpassed. Liszt said of Schubert, "He is the most poetic musician who ever has been." It was Schubert who introduced the art song to the world and his "Hark! Hark! the Lark" and "Who Is Sylvia?" are among the most beautiful songs ever written.

Schubert died of typhoid fever in 1828.

Among the other composers whose birthdays are celebrated in January, boys and girls are probably most familiar with Walter Damrosch. However, the contributions of Scriabin and Frederick Delius should not be overlooked when planning a course of musical history. Both of these composers were born in nations which are now our allies — Delius in England and Scriabin in Russia.

Both of these composers were unusual in that they composed compositions of a philosophical character. In this respect Scriabin is the more pronounced in his intention to be philosophical, but Delius is more truly so. The principal compositions of Scriabin are "Prometheus a Poem of Fire," "Divine Poem," and "Poem of Ecstasy." He was associated with many musicians alive today — notably Serge Koussevitsky. Scriabin died in 1915.

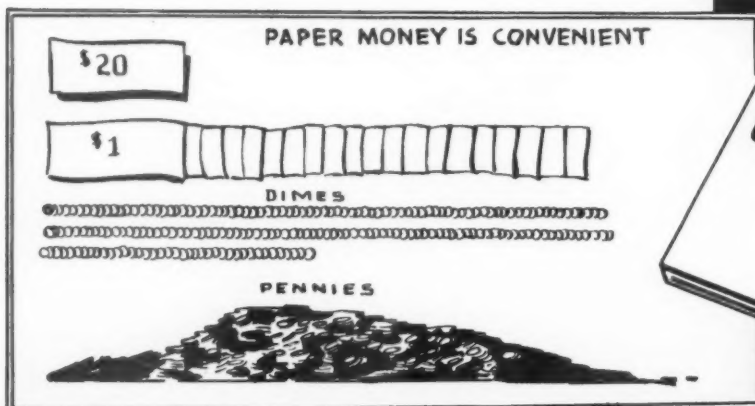
The father of Frederick Delius was determined that his son should not be a musician but in spite of that Delius went ahead with his composing. While managing an orange grove in Florida, Delius composed a "Florida Suite" and made the first draft of his "Appalachia Variations." The beauty of the English countryside is expressed in his "Brigg Fair," "On Hearing the First Cuckoo in Spring," and "In a Summer Garden."

★ BUY ★  
WAR BONDS  
AND  
★ STAMPS ★

# NOTEBOOK

Use the pictures on this and the opposite page to make a Notebook about the history and work of the United States Treasury Department. Use the picture of Benjamin Franklin as the cover for the notebook.

All the facts and pictures which you can find in magazines and newspapers (those about the Treasury Department, of course) will make fine additions to your notebook. Write stories about famous secretaries of the treasury.



# OUR GOVERNMENT

One of the most important branches of the government is the Department of the Treasury. Under the Secretary of the Treasury, who heads the department, some of the most vital activities of the nation are carried out.

Probably first in importance is the duty of the Secretary of the Treasury to direct the collection of the taxes and revenues which the Congress has decided to impose on the people for the payment of government costs. Of course, the Secretary of the Treasury is charged with the duty of reporting upon government expenditures and making suggestions for taxes.

When there is not sufficient money in the Treasury, the Secretary must borrow it from individuals or groups. Negotiating loans is part of his job.

The making and distributing of money is another function of the Treasury Department. Paper money represents gold or silver which is on deposit in government vaults. The silver depository is at West Point and the gold is stored at Fort Knox, Kentucky.

Coins of silver and copper and other metals are minted at government mints which are located in Philadelphia, Denver, and San Francisco. In the Bureau of Printing and Engraving in Washington the paper money, bonds, and postage stamps used in the United States are made. The workmen who make our paper money are very skillful so that it is impossible successfully to duplicate real bills.

Many people try to do so, however, and to discover and bring these counterfeiters to justice another branch of the

## The Treasury Department

*Begin the New Year by studying the functions of our federal agencies*

Treasury Department is used. This is the Secret Service. Besides looking for counterfeiters and telling people how to make sure money is genuine, the members of the Secret Service are charged with the duty of protecting the persons of the president, his family, and the president-elect.

The most exciting branch of the treasury is the Coast Guard. The members of this department protect our coasts from harm, see that no one smuggles illegal goods into the country, rescue men and ships, and patrol the North Atlantic to warn other vessels of dangerous ice floes. During times of peace the Coast Guard operates as a part of the Treasury Department. However, in time of war its activities are supervised by the Department of the Navy.

There are other branches of the Treasury Department—the Bureau of Narcotics, which investigates people who sell drugs illegally; the Procurement Division which purchases supplies for the government departments (except the army and navy); the Bureau of the Comptroller of the Currency; the Bureau of Internal Revenue, which is charged with the duty of collecting taxes; the

Customs Bureau, which collects duties on goods brought into the United States from outside the country; and so on.

During the history of the United States there have been many notable Secretaries of the Treasury. Since the department was authorized by Congress in 1789, the Secretary of the Treasury in each administration has been second in the cabinet only to the Secretary of State. Washington's Secretary of the Treasury was, as you know, Alexander Hamilton. He put the public finances in order and gained the respect of European nations for the young republic by his wise monetary policies.

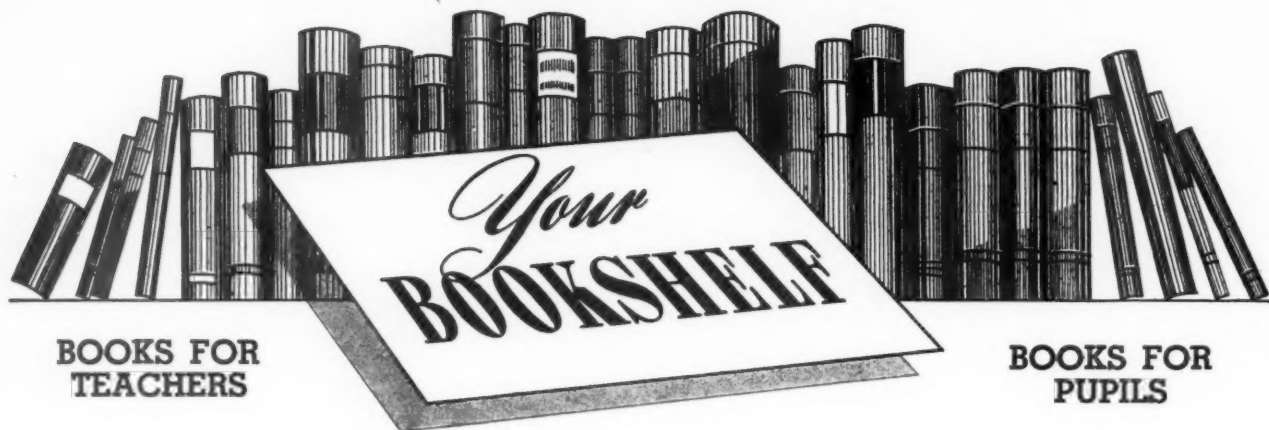
Thomas Jefferson wisely chose Albert Gallatin as his Secretary of the Treasury. Gallatin was a naturalized citizen of Swiss descent who brilliantly and successfully carried on the work of Alexander Hamilton. Many important events occurred during the administration of Jefferson—the war with the Barbary pirates, the purchase of the Louisiana territory, etc. These made a stable fiscal policy absolutely essential. In line with Jefferson's desire for simplicity and economy, Gallatin performed his duties as well or better than any other treasury head in American history.

Roger B. Taney, whom we all know as the great Supreme Court Chief Justice, served for a time as Andrew Jackson's Secretary of the Treasury.

Other men who have held this post are Salmon P. Chase, John Sherman, William Gibbs McAdoo, Andrew Mellon, William Woodin, and Henry Morgenthau, Jr., the present Secretary of the Treasury.







## BOOKS FOR TEACHERS

A book designed especially to appeal to the pre-primer group of children is *Watch the Pony Grow* by William Hall and Charlotte Steiner, who did the pictures. The first picture shows a new-born pony. The animal is covered with a fuzzy material which children love to touch. The caption says, "I am your pony. You can brush me."

In succeeding pictures, the pony tells the reader his name and takes him through the various stages of his growth. Pictures printed on sheets of increasing size so that the captions beneath them are all that can be seen when the book is first opened.

This book teaches the child a great deal about the life and growth of animals. In addition, there is the fun of turning each page to see how the pony has changed from the previous picture. The pony which distorts none of the features of a "true-to-life" animal is given enough personality so that the children cannot help being charmed by him.

A picture book such as this is recommended for the library tables of kindergartens where the children may look at the pictures before and after the text has been read to them.

(Thomas Y. Crowell Co.—15 pp.—\$1.00)

*Fun for Boys and Girls* by Cappy Dick has recently been published in answer to the "What shall we do?" problem. This book contains almost 200 pages of things to do. Not only is it an ideal book to keep children and young people busily occupied when they cannot play out of doors (or during air-raid drills), but it is one which a teacher may use with profit. There are a great number of simple craft ideas which can easily be carried out in a classroom. There are directions for making costume jewelry, nutshell animals, and many projects that will appeal especially to boys.

*Fun for Boys and Girls* makes a wonderful gift but it also will prove a useful handbook for teacher's desk. Robert

Cleveland, who created Cappy Dick, has done a fine job of collecting all the best projects and games to interest and amuse the children.

(Greenburg—182 pp.—\$2.00)

Since President Roosevelt has recently ordered all WPA work stopped, we can expect no more of the very useful and informative science readers which the Pennsylvania Writers' Project has been compiling for the past two years. These science readers (which sometimes are more concerned with the social sciences) have proved excellent sources of material for teachers written in a form that even the children can read. Any school library or classroom which has a complete set of these science readers has a good beginning for a usable reference department for younger children.

The three latest books are *Pigeons*, *Orchards in All Seasons*, and *Lumber*. This brings to 30 the number of science readers published.

In general the writing is clear and simple in each book. The facts are certainly authentic. The typography in some books may discourage children from reading them but, on the other hand, since there are many small illustrations scattered throughout each book, the children will enjoy going through them.

The exigencies of the present situation demand drastic measures and citizens understand this fact; but it is hoped that when the war is over and Victory won, the writers and artists who have done such fine work with these elementary science readers will continue with the job they have so far carried out so well.

(Albert Whitman & Co.—\$.50 each)

Another in the series of photographic pictures has recently been published by David McKay Company. *Sigurdur in Iceland* by Alida Visscher Shinn has just enough story in it to make it interesting to the children while the photographs give a vivid picture of life in Iceland.

## BOOKS FOR PUPILS

Since the arrival of American soldiers in that northern island, interest in Iceland has increased. This is the logical time to present material about this island. *Sigurdur in Iceland* will show by means of story and picture that Iceland is not merely a land of snow and cold, but an excellent example of democracy where all the modern ways of living to which we are accustomed are a part of the everyday life of the people.

Iceland is reputed to be the home of Leif Ericson and in the capital there is a large statue of the Viking explorer which has been given to the people of Iceland by the people of the United States.

All these facts may be brought out to make a fine unit. Encyclopedias generally devote too little space to this land which has suddenly become so important. *Sigurdur in Iceland* gives an excellent picture of it from which boys and girls may learn much.

(David McKay Co.—40 pp.—\$.50)

*You Can Whittle and Carve* by Hellum and Gottshall makes wood carving appear a not-impossible craft for reasonably apt people. It is a book which will serve a teacher of wood-working projects well indeed since all the steps in the whittling process are properly diagrammed and there are patterns for so many interesting and beautiful objects. Another thing—the book shows how, with very limited equipment, it is possible to create really lovely carved and whittled objects.

Boys and girls in the intermediate and upper grades are generally desirous of learning as many crafts as possible and woodcarving is one which is enjoying a well-deserved revival.

We recommend *You Can Whittle and Carve* for all teachers who must direct craft programs and for all who want to learn how better to make use of their ingenuity to carve interesting objects from wood.

(Bruce Publishing Co.—82 pp.—\$2.25)

# • LET'S READ MORE •

by  
GRACE E. KING

"When pages come alive with light and sound,  
Their alchemy can turn our dross to gold,  
Their magic often has the power to mold  
Our devious ways, to turn our thoughts  
around."

Do your New Year's resolutions include provision for a regular leisure reading program? If not, there still is time to consider the importance of this vital phase of self-improvement and to do something about it.

The cultural value of being well-read and able to converse intelligently on books and literature, music and art, is obvious from the point of view of adult association; but the teacher has also to consider her responsibility to the children in her charge, and should therefore be familiar with children's books in order to recommend the right book for every boy or girl. Such a book will create in a child the desire to read, which gives him his start in self-help.

Our men in the service are deriving untold benefits from the libraries in the camps and on shipboard. The people at home are reading more, too, we are told.

*They Were Expendable* and *Suez to Singapore* are good books to read at this time. W. L. White wrote the former and Cecil Brown the latter. The one criticizes the American war administrative groups; the other, British apathy and social life in Singapore.

*They Were Expendable* shows how in wartime, values shift so that mere man becomes no more important in the general plan than the war equipment he uses—the bomber, the pursuit plane, or the anti-aircraft gun. Men and equipment are equally expendable. In order not to deprecate the British officialdom more than that in our own country, these two books should be read in conjunction with each other.

*Paul Revere and the World He Lived In* is an excellent biography written by Esther Forbes. The author has intertwined Paul Revere's life with those of important men of his times, such as James Otis, John Hancock, Samuel Adams. Much of the inaccuracy of the history of that period is cleared up in Miss Forbes' masterful treatment of these pre-Revolutionary times. To most of us Paul Revere has been almost a legendary character in American history, due to Longfellow's deviation from facts in *Paul Revere's Ride*.

*Rig for Church* is an autobiography of a navy chaplain. It reveals a lifetime of adventure, travel, devotion to duty, and companionship with men in

the service. It is good, wholesome reading.

*The Lieutenant's Lady* is light reading written by Bess Streeter Aldrich. It is a romance of an army wife in the Indian country of the Middle West around Omaha, Sioux City, and Dakota right after the Civil War. It portrays the difficulties of life for a woman in army circles, and makes clear the heroic part she must play in order to make marriage a success. Mrs. Aldrich says the story is her version in fiction of an actual diary kept by an army wife.

*The Long Ships Passing* by Walter Havighurst is a story of the Great Lakes from the days of the explorers to the present. It is a fine American story including enough of the legends and lore of the Lakes to give the book the appeal of a novel. It is thoroughly indexed so that it can be used as a reference book. Its name comes from the author's statement that the "Great Lakes are many things—the gleaming at the end of a long street in Chicago . . . the long red docks at Ashland . . . a freighter creeping up to the Soo with a deckload of automobiles while the sunset flames in all those windshields. But most significantly, they are the long ships passing through the busy rivers and over the wide seaways."

There is an anthology of light verse called *Innocent Merriment* by Franklin P. Adams that will bring poetry into this reading program. The author says in his introduction, "If readers are like me, they won't read the introduction. But if they don't, they'll miss the best part of a book which has many parts worth not missing." In this one book appears a great variety of amusing rhyme, such as Edna St. Vincent Millay's "Thursday," Oliver Wendell Holmes' "One-Hoss Shay," Lewis Carroll's "The Walrus and the Carpenter," and Ogden Nash's "The Japanese." For light verse this anthology is delightful. It is a collection one wants to own for rereading now and then.

"Isn't this a good time to start READING BEES?" suggests Fanny Butcher, the *Chicago Daily Tribune's* literary editor. She continues, "Meet once a week in each other's houses, save heat and keep luxuriously warm before one big fire, take turns reading aloud while others knit or sew or just relax. Put the men to work reading, fifteen minutes at a time. Stop and talk about what you've read."

(To be continued next month)

## A MUSICAL APPROACH TO HISTORY

(Continued from page 20)

Tenting Tonight

O Mary, Don't You Weep

(Spiritual)

Go Down, Moses (Spiritual)

Nobody Knows the Trouble I See (Spiritual)

All God's Chillun Got Wings

(Spiritual)

2. Records

Dixie (V 20166)

I Want to be Ready (V 22225)

I'm Goin' to Tell God All o' My

Troubles (V 20793)

### VI. PERIOD OF DEVELOPMENT

A. Songs

1. Cowboy Songs (Authentic)

Home on the Range

Old Paint

Old Zip Coon

The Zebra Dun

The Trail to Mexico

The Dying Cowboy

Old-time square dances (instrumental)

2. Singing School

Southern Memories

Stars of the Summer Night

Sweet and Low (English)

All Through the Night (Welsh)

Cousin Jebediah

Sound the Loud Timbrel

Any of Foster's Songs

3. Songs of the Immigrants

Study any authentic folk songs representative of the community.

4. "Gay Nineties"

Bicycle Built for Two

Waltz Me Around Again, Willie

The Girl I Left Behind Me

Love's Old Sweet Song (English)

In the Good Old Summer Time

B. Records

1. Cowboy (Square, Quadrille Dances)

Arkansas Traveler (V 20638)

Captain Jinks (V 20639)

Miss McCloud's Reel (V 20447)

2. Singing School

Glendy Burke—Foster (V24538)

I'll Take You Home Again,

Kathleen — Westendorf (V 19888)

When You and I Were Young,

Maggie — Butterfield (V 1173)

3. Music of the Immigrants

Much recorded music is available. Choose the number representative of the community.

4. "Gay Nineties"

Any of Victor Herbert's delightful operettas furnish excellent examples of the spirit of this period, although some of them were composed later.

Narcissus—Nevin (V 20121)

(Continued on page 46)

# ABOUT PAUL BUNYAN

## HERO OF AMERICAN LOGGERS' LEGENDS

Whether it is from Canada, as some authorities believe, or from the woods of northern Wisconsin and Minnesota that the tales of the prowess of Paul Bunyan have come; the contribution of this legendary figure to American folk lore is important and interesting. Not only have the loggers created a kind of superman; they have surrounded him with suitable satellites whose accomplishments are almost equally remarkable.

In the tales about Paul Bunyan there are definite traces of the lore of the French-Canadians who were, perhaps, the first loggers in the American northwoods. There are even evidences of Scandinavian folk characters; but this may be because folk tales bear a similarity to each other no matter from what country they come.

There is also a peculiarly American brand of humor in the tales—their completely fascinating exaggeration and their captivating designations for the characters.

The principal characters in the Paul Bunyan stories are Babe, the blue ox; Johnny Inkslinger, who kept the accounts of the camp; Hels Helson, the big Swede; and Paul himself—Paul who used a sapling to brush his incredible, black beard. The remarkable thing about the characters in these legends is that the minor characters have all the interest-holding qualities of the principal figures.

One of the most amusing and frequently told stories is that about the winter of the blue snow. It seems that it was very cold in the camp where Paul Bunyan and his few associates (only several hundred) were logging that winter; so cold that the words froze as they came out of the mouths of the men. It was a good thing that Paul was there with his ax to chop the frozen words away from the poor men otherwise they should have smothered in their own conversation.

One night it began to snow. All night it snowed. In the morning the whole world was covered with a soft, blue blanket—blue as the waters of Lake Superior. And it continued to snow blue, downy flakes.

The animals in the forest were afraid. They began to flee from their homes and go north toward the polar regions. Some of the bears became so frightened that they turned white and have so remained to this very day, living in the wastes of the polar country.

The men of Paul Bunyan's camp



thought blue snow was rather strange but they went about their business, leaving Paul asleep which was a most unusual thing. All of a sudden Paul was awakened by a tremendous crash and a rumbling as though there were an earthquake. He hurried into his boots which were enormous and went out of doors—out into the blue snow. As he looked over the treetops, he saw something coming out of Lake Superior. In two strides he was half a mile out into the icy water—which had frozen that year from the bottom up instead of the other way around.

Some sort of animal was trying vainly to get out of the ice and snow and water. Paul helped it to shore and brushed off the huge cakes of ice which covered it. By and by he saw that it was an ox calf. But what an ox calf! Already it was more than three times the size of an ox twice its age. And its color! Blue—pure blue—the color of the snow!

Paul called it Babe because it was so helpless, and took it into the cookhouse to get warm and to be fed. It took one cook's time to feed the animal, so much did it eat. But gradually it became well and strong so that it could go out into the woods and get its own food.

As the weeks went by, Babe became strong and able to work. So Paul had him shod although a new iron mine had to be opened along Lake Superior every-time poor Babe needed new shoes. Babe also had a yoke and a chain so that he could pull the mighty trees which the loggers had cut down. To Babe these trees were mere sticks which he pulled as easily as though they were made of cotton.

Finally the spring came and the blue snow melted but Babe, the blue ox, stayed as a reminder of the Winter of the Blue Snow.

## THE WEST INDIES

(Continued from page 8)

age especially during certain seasons of the year. Martinique has a volcano, Mt. Pelee, which erupted in 1902 causing an entire city of 40,000 people to be wiped out. The only survivor was a man who had been confined in the local jail.

After Columbus had claimed the islands for Spain, they remained under her control for many years. Gradually, however, other nations asserted rights over some of the islands. Now Great Britain owns the Bahamas; Jamaica (with Cayman, Turks, and Caicos Islands); Antigua, Montserrat, St. Kitts, Nevis, some of the Virgin Islands, and Barbados in the Leeward group; Dominica, Grenada, St. Lucia, St. Vincent, Trinidad, and Tobago in the Windward Group.

The Netherlands claim Curacao, Aruba, Bonaire, Saba, St. Eustatius, and part of St. Martin. The islands of Guadeloupe and Martinique belong to France. The Stars and Stripes fly over Puerto Rico and the Virgin Islands of St. Croix, St. John, and St. Thomas in addition to several smaller islands.

The West Indies provide the world with many things which are necessary and some which are luxuries. Thus oil and asphalt come from Trinidad; sugar from most of the islands; tobacco and tropical fruits such as pineapples and grapefruit from Cuba and Puerto Rico; coffee from Jamaica, Hispaniola, and other islands; rare woods and spices from some of the smaller islands. Cotton has not been successfully grown nor has rubber, but experts are experimenting with the culture of these two important commodities.

Before leaving the West Indies, it is interesting to observe that the name which Columbus gave to the island on which are located Haiti and the Dominican Republic—Hispaniola—is again being used.

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*Encyclopaedia Britannica*

*Britannica, Junior*

"Martinique Twenty Years After" by Frances Levick, *Mentor*, January 1923

## ACTIVITIES ON PARADE

BOOK 1—GRADES 1-4

BOOK 2—GRADES 5-8

(see page 47)



We are here to serve the teachers. Help us to help you!

Teachers are invited to send to this department ideas and suggestions that will be helpful and interesting to teachers. One dollar will be paid for each contribution accepted. Send your ideas and suggestions for this page to Teacher's Corner, JUNIOR ARTS AND ACTIVITIES.

### OILCLOTH ART

by

**NONA NELSON**

Gann Valley, South Dakota

Many very pretty designs and pictures have been made from oilcloth scraps. Each child brings any that he can; others are purchased.

Making pictures can be done in much the same way as felt work or colored paper designing. The last art period in my class was spent making silhouettes of famous people of black oilcloth and mounting them on white cardboard. The children also enjoy making their booklet letters of oilcloth scrap.

### GLASS PAINTING

by

**E. LUCILE KNOX**

Fayetteville, Georgia

Of interest to teachers and pupils who cannot draw freehand, yet would like to make beautiful hand painted pictures, is glass painting.

To do this take an ordinary window pane or an old piece of glass not in use. Place it over any pretty picture of flowers, birds, etc. Go around the picture on the glass with drawing ink. Then color the glass while it is over the picture. Let it dry. Place the painted side toward inside and frame it. The picture may then be washed and will last indefinitely.

Regular poster paint may be used. I have used ordinary water colors.

### ARITHMETIC GAME

by

**ETHEL JOHNSON**

College Place, Washington

This is an arithmetic game which gives each child a maximum of practice during a short period of time. Each child writes a column of numbers on the blackboard. Then they race by multiplying each number by two, placing the result opposite the multiplicand. After the children are finished, the teacher reads the correct answers. Then the children erase the answers only, leaving the original column of numbers to be used in further problems. They may then be asked to multiply by three and add one to each answer, as this helps in remembering to add the carried number in multiplication.

By giving larger numbers in the original column, the children can subtract a certain number from each, divide by a certain number, or find some fractional part of each number. It is not necessary that the answers come out as a whole number.

The children get one score for each correct answer and the child who finishes first gets one extra point providing that all his answers are correct.

### TEACHER'S LOOSELEAF

by

**MRS. B. GRAY**

Arabella, Saskatchewan, Canada

I use a number of large, three-ringed university looseleaf notebooks for clippings, articles, diagrams, and designs I wish to save.

# THE Teacher's CORNER

## NEWS AND DISCUSSIONS OF INTEREST TO TEACHERS

The geography section has colorful or animated maps, photographs, and articles arranged in alphabetical order. The nature study section has pictures of trees, leaves, nuts, fruits, flowers, animals, and birds. There may be methods of drawing, stories, and projects for nature study.

One looseleaf has one or more pages for each month of the year, with poems, songs, plays, holiday decorations, and articles on people born in that month. It is very convenient to have one's best material for each month or grouped reference material ready to bring to school.

I have one large section on reading, language, and arithmetic; one book on music, and one on woodwork patterns and crafts.

### MATCHING SEATWORK

by

**BESSIE ANDERSON**

Chicago, Illinois

From magazines or other advertising material cut small pictures of objects such as ball, bird, elephant, house, etc. Mount them on tablet backs, press, and cut in squares. Print or type in large letters four or five names for each object; i.e. house, house, house, house. Be sure to have some words for each picture you have. Place about ten or twelve pictures in individual envelopes having them numbered so that a child will not get the same envelope more than once. He is to take out the contents of the envelope and match the words under the pictures.

### FREEHAND SNOWMEN

Last week one of the primary rooms in our school carried out the interesting project of making very attractive freehand snowmen. These were lovely to see and delighted the children.

The teacher gave each child a sheet of blue construction paper, a piece of white chalk such as is used on the blackboard, and a black crayon. The children used their initiative in getting ideas for constructing bare winter trees with the black crayon and placing their snowmen drawn with the white chalk. The results were very gratifying.

### A STUDY OF CONSTELLATIONS

by

**ARLEVA DeLANY**

Wanblee, South Dakota

When studying constellations in the science class in any grade, we make charts showing the formation of the stars in the heavens. Using a blue sheet for a background, we locate the stars we are studying. By following a chart in the text or in an encyclopedia we paste small gold stars in the exact location and shape that the constellation appears in the sky. Our class made a number of charts on paper (4½" x 6"). We placed these in a booklet form and thereby had a permanent and useful reference for future use on constellations.

### FLOWER PICTURES FROM PRINTS

by

**MARY NEELY CAPPS**

Snyder, Oklahoma

Little children not yet skilled in drawing will enjoy making flower pictures on dark construction paper with flowers cut from cloth scraps. A vase or bowl of solid color may be first pasted on the background and then filled with flowers cut from print material.

Sometimes the pictures are lovely enough to merit framing and a place in mother's kitchen or in the child's bedroom.

### QUESTIONS

by

**RUTH I. ANDERSON**

Harvard, Nebraska

In order to motivate reviews I have several little ideas which I have used and found very satisfactory. We know that a certain amount of questioning is necessary and these different ways of doing it vary the procedure and add much zest to a recitation of this nature.

(1) Have a question box which has been decorated to fit the occasion placed on a table in front of the room. The questions in the box may be made by the teacher or pupils or both. Each child takes his turn in going to the box, taking a question and answering it to the best of his ability. If he answers it correctly he is given 100 points, if he doesn't answer correctly he is scored accordingly. At the close of the question box period, the individual with the highest score wins. This may also be worked out in contest form with sides.

(2) Each child makes up four questions and places them face downward on his desk. The individual who starts the game takes a question from one of his classmates' desks and goes to the front of the room and answers it to the best of his ability. If he fails to answer it correctly the one who wrote the question must answer. The child from whose desk the question was taken is the next one to answer a question and thus the game continues until all questions have been answered.

(3) The next game is called "Washing the Blackboard's Face." A number of questions are written on the board. A child is then chosen to go to the board and choose a question to answer. If he answers correctly he may erase the question. The object of the game is to see how quickly all questions can be erased.

(4) One child is chosen to go to the front of the room and the rest of the children ask him questions. If he fails to answer a question correctly the individual who asked the question goes to the front of the room and the same procedure is followed.

### QUOTATION FOR THOUGHT

*A good intention clothes itself with power.*

—Emerson

(Continued from page 43)

The Rosary—Nevin (V 1098)

Witches' Dance — MacDowell

(V 20396)

America the Beautiful — Ward

(V 20745)

## VII. TWENTIETH CENTURY MUSIC

### A. Songs

#### 1. Romantic

Mighty Lak a Rose — Nevin

The Year's at the Spring —

### Beach

Ah, Love, but a Day — Beach

Oh, Promise Me — DeKoven

#### 2. Religious

Deep River — Burleigh

Any simple anthem by Dudley

### Buck

Any modern hymn

#### 3. World War I

Over There

Smiles

Tipperary

My Wild Irish Rose

Keep the Home Fires Burning

#### 4. Jazz

Try to select numbers that are not too sentimental, blue, or adult in words.

Example: Alexander's Ragtime Band

#### 5. Popular Patriot Songs

God Bless America—Berlin

The Caissons Go Rolling Along

Anchors Aweigh

Marines' Hymn

#### 6. Modern Patriotic Songs

Our Country — Claudius

Here Comes the Flag — Cain

Peace Hymn — Warren

### B. Records

#### 1. Romantic

Indian Love Call (V 20202)

The World Is Waiting for the Sunrise (V 20202)

Ol' Man River (V 1571)

Sylvia — Speaks (V 1571)

#### 2. Religious

Whispering Hope — Winner (V 19873)

Onward Christian Soldiers — Sullivan (V 21841)

Beautiful Isle of Somewhere — Pounds-Fearis (V 1558)

Festival Te Deum — Buck (V 35994)

#### 3. World War I

Over There Medley (V 24433)

Drums (Desc.) (V 25308)

Taps — Army Bugle Call (V 24541)

A Victory Ball (Desc.) (V 1127)

#### 4. Jazz

Rhapsody in Blue — Gershwin (V 11822)

#### 5. Popular Patriotic Songs

Recordings of a number of patri-

otic songs are available, all of about equal value.

6. Patriotic Music popular today  
Any of the marches by Sousa are good.

Flag Song — Loomis-Johnstone (V 25454)

Salute to the Flag — Gaynor (V 20743)

In addition to the songs and "Listening Hour" music suggested, dances of various periods may be taught. Folk dancing collections should offer Indian dances, a sailor's hornpipe, square and circle dances, dances brought by the immigrants, and perhaps a waltz for the late nineteenth century. Modern dances may be introduced also in some communities.

Such a program may be carried throughout the year. In the spring, the favorite song from each group may be selected. These may be presented in chronological order as a "Musical Story of America." Costuming, tableaux, and dances may be added if time and facilities permit.

This approach to American history is novel. It interests the artistic child more than the usual political, social or economic slant. It also gives the non-musical child a knowledge and appreciation of the music of his country.

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# • 1942 REPORT •

Time and time again we have reminded you that JUNIOR ARTS AND ACTIVITIES is your magazine — designed and published to help you, to give you the material you need in doing your job. Therefore, we believe you are interested in knowing the progress JUNIOR ARTS AND ACTIVITIES has made during 1942.

As you know, in September we made many changes

in the make-up of the magazine. The changes have brought no end of favorable comment, not only about the improved appearance but on the better and more helpful work. This has resulted in a big increase in subscribers—satisfied subscribers. We welcome the new users as well as those renewing because they all help us to go forward building an even better magazine.

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